



Sir John Lillie Primary School

**Personal, Social and Health Education
Policy (PSHE)**

including

Relationship and Sex Education (RSE)

INTRODUCTION AND AIMS

This document outlines the Sir John Lillie Primary School ("SJL") Personal, Social and Health Education Policy (PSHE) including Relationship and Sex Education (RSE). It details how PSHE is taught and promoted throughout SJL, in both the curriculum, ethos and aspects of school life. This policy is reviewed on an annual basis or as circumstances require.

The personal development of pupils plays a significant part in their ability to learn and to achieve. Therefore, the inclusion of PSHE education is fundamental to ensuring children reach their full potential.

The school curriculum aims to promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. PSHE within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

DFE Statutory Guidance 2019 RSE Secretary of State forward

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.'

DFE Guidance 2019 page 8

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

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.'

PSHE

At Sir John Lillie we teach **Personal, Social, Health Education** as a whole-school approach and during discreet PSHE lessons each week.

We follow the Kapow programme which offers us a comprehensive, carefully thought out Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme and progression map can be seen on the school website. We adapt this programme to further enhance our school offer and meet the needs of pupils growing up in the modern world. For example, we have included learning on developing resilience and courage.

PSHE supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

PSHE promotes lifelong learning about social, moral, physical and emotional development. It is about developing emotional literacy, a state of positive mental health and wellbeing, promoting resilience, social skills and self-esteem.

OBJECTIVES

PSHE will be taught under the following topics (please see long term plan and progression map on the website for more detail).

CURRICULUM CONTENT

Families and Relationships	Family Friendships Respectful Relationships Change and Loss
Health and Wellbeing	Health and Prevention Physical health and wellbeing Mental wellbeing
Safety and the changing body	Being safe including online Drugs, alcohol and tobacco The changing adolescent body Basic first aid
Citizenship	
Economic Wellbeing	
Identity (Year 6 only)	
Transitions and change	

Relationship and Sex Education

This policy was developed as part of their statutory responsibility by the school governors in consultation with pupils/staff/parents and carers.

Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools.

The focus in Primary School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults (RSE and HE DFE Guidance 2019).

Aims:

- Develop confidence to talk, listen and think about feelings and relationships.
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help.
- Develop skills to make and maintain positive relationships.
- Develop positive attitudes and values and respect differences in opinions.
- Develop a positive self-image and high self-esteem.
- Develop personal responsibility for one's actions.
- Know where to get confidential advice and support.

Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils, in addition to statutory science and the new statutory Relationships and Health Education. Sir John Lillie Primary School follows the Kapow Programme which includes Sex Education sessions in years 5 and 6. We believe children should understand the facts about human reproduction before they leave primary school so they understand the physical and emotional changes that they will go through during puberty. These sessions go beyond the science curriculum

We define sex education as understanding human reproduction, including how a baby is made. This will be taught through the Kapow programme in year 6 in an age appropriate manner. In years 5 and 6 we have an external professional who delivers a workshop covering Relationship and Sex Education to enhance the curriculum. Some of the content is delivered in same sex sessions. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting, we make it clear which lessons sit within sex education, and the parents right to withdraw their child from these lessons.

Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are encouraged to read all policies including the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme and are consulted each year.

Parents have the right to withdraw their child from some or all of the Sex Education programme. However, parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum. If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the Headteacher. A request for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Year 6 Safety and changing body unit lessons which go above the science curriculum

In year 6 there are 2 lessons that go beyond the teaching requirements of the statutory guidance from the Department for Education (DFE) these lessons are outlined below. We also offer a workshop for pupils in years 5 and 6 to enhance their learning of RSE. We hold parent meetings each year before the sessions to share information with parents and inform parents of the parts they can withdraw their children from.

Lesson 5	Lesson 6
Lesson objective: Conception (Parents can withdraw their child from part of this lesson)	Lesson objective: To understand the development of the baby during pregnancy (Parents have the right to withdraw their child from this lesson)
Statutory guidance Pupils should know: About menstrual wellbeing including the key facts about the menstrual cycle Other information: Some of this lesson goes beyond the requirements of the statutory guidance however the DfE recommends that it is good practice for children to understand how a baby is conceived and born before going to secondary school	Statutory guidance This lesson goes beyond the teaching requirements of the statutory guidance however the DfE recommends that: <i>"all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupil. It should ensure both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born"</i> (point 67 page 23). Note: each school can decide its approach to this and that parents would have the right to withdraw their children from this lesson.

POLICY FORMATION AND CONSULTATION PROCESS

The policy has been developed with parents, staff and governors through a consultation process. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. Every child is entitled to receive Relationships and Sex Education. It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development with adapted provision if required.

ORGANISATION AND enrichment

The PSHE co-ordinators are responsible for co-ordinating the policy and curriculum content.

The class teachers teach the PHSE curriculum (including RSE) during weekly PSHE sessions.

In years 5 and 6, alongside the class teacher, some of the RSE content is delivered by an external advisor. This is to enrich the existing programme. The sessions are delivered in both single sex sessions and mixed sex sessions.

To enhance the PSHE (including RSE) programme these explicit lessons are reinforced and enriched in many ways through assemblies, praise and behaviour system, our school rules, CLT, workshops, trips, visitors, PSHE interventions, well-being professionals and targeted support.

Class teachers deliver the weekly lessons to their own classes. Where appropriate, links are made to other curriculum areas and learning is complemented by being revisited. For example, dealing with cyberbullying is taught in our computing curriculum, healthy lifestyles is taught in PE, and reproduction is taught in Science.

Curriculum Content:

Statutory content is as follows:

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Relationships Education (DFE 2019 guidance)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Delivery

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner wherever possible. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate. If a question arises where the teacher feels it is not appropriate to address this within school, the child will be appropriately told that the teacher is unable to answer that question in school and that it is a question to ask their parents/carers at home. Parents may be informed where possible. The decision then remains with the parent.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- These learning resources will be available for parents to view on request. Parents are invited to contact the class teacher should they wish to view these resources and discuss curriculum content.
- In years 5 and 6 parents will be invited to a meeting with the external professional who will talk through the resources and content of the sessions.
- Parents will be notified via the school newsletter, email or letter prior to these sessions taking place. This will include an overview of the termly content.

Equality

The school policy has regard for the protected characteristics (age, disability, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). The DfE Guidance 2019 (p. 15) states, *"In teaching Relationships Education and RSE Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."*

The DfE Guidance 2019 states, *'In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics'.*

The DfE 2019 guidance states *'Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach'.*

Aims:

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law.
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
- Some children may have a different structure of support around them (for example: looked after children or young carers).

Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, adapting lessons, small group work and providing CPD for teachers.

Confidentiality Statement

The school will ensure that pupils understand that staff cannot offer unconditional confidentiality to pupils. They will work within the safeguarding policy procedure agreed for recording and reporting disclosures and the nature of access to this information.

Assessing PSHE (including RSE) and Monitoring the Programme

The PSHE Leads will be responsible for:

- Ensuring the policy and programmes are implemented as agreed.
- Observing lessons and supporting staff to assess pupils progress.
- Recommending targets for whole school development and CPD.
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

Review

The governing body monitors this policy on an annual basis. The governing body gives serious consideration to any comments from parents about the PSHE and RSE programme and makes a record of all such comments. Governors monitor teaching materials to check they are in accordance with the school's ethos. Parents are updated annually about any changes to the policy. Parents are informed of updates as and when necessary through our fortnightly newsletters and website. Parents are encouraged to contact the PSHE leaders if they have questions about the policy.

Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include;

- what to teach and when.
- leading discussions about attitudes and values.
- information updates.
- practicing a variety of teaching methods.
- facilitating group discussions.
- involving pupils in their own learning.
- managing sensitive issues.

Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet which can cause misconceptions and should be avoided. If a question arises where the teacher feels it is not appropriate to address this within school, the child will be appropriately told that the teacher is unable to answer that question in school and that it is a question to ask their parents/carers at home. Parents may be informed where possible. The decision then remains with the parent.

Children are encouraged to speak to their teachers or are signposted to another professional if they, or their teacher, feels they need further support regarding issues raised in these sessions.

Links to other Policies

A copy of this policy is supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Child Protection Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy

Appendix

Safety and the changing body unit of the PSHE including RSE curriculum

Year 1

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning objective	To know how to respond to adults in a safe and familiar context	To understand how to respond to adults in a range of situations	To understand what to do if you get lost	To know what an emergency is and how to make a phone call if needed
Statutory learning objective	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know how to recognise and report feelings of being unsafe or feeling bad about any adult	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	how to make a clear and efficient call to emergency services if necessary

Lesson 5	Lesson 6	Lesson 7	Lesson 8
To begin to understand the difference between acceptable and unacceptable physical contact	To begin to understand what is safe to put into or onto our bodies	To understand that there are dangers at home and how these can be avoided	To understand that there are people in the local community who help to keep us safe
RSE: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	DAE: Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		

Year 2

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning objective	To understand what the internet is and how it can help us	To understand how to stay safe when using the internet	To begin to understand the difference between secrets and surprises	To begin to understand the concept of privacy and the correct vocabulary for body parts	To understand safe and unsafe touches

Statutory learning objective	<p>Internet and safety links:</p> <ul style="list-style-type: none"> • Pupils should know that for most people the internet is an integral part of life and has many benefits. 	<ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • That people sometimes behave differently online, including by pretending to be someone they are not. 	<p>Being safe:</p> <ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • To begin to understand the concept of privacy and the correct vocabulary for body parts. 	<ul style="list-style-type: none"> • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to report concerns or abuse, and the vocabulary and confidence needed to do. 	<p>Being safe:</p> <ul style="list-style-type: none"> • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard.

Lesson 6	Lesson 7	Lesson 8	Lesson 9
To know my body is important and belongs to me	To understand ways to keep safe on and near road	To understand ways to keep safe on and near roads	To begin to understand how to stay safe with medicines
<p>RSE</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> • 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. <p>Respectful relationships</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<p>Road safety is not included in the statutory guidance. However, it is still an important area for children to learn about and features in the PSHE Association's Programme of Study for PSHE: Health and Wellbeing > Keeping Safe > strategies for keeping safe in the local environment or unfamiliar places (rail, water, road)</p>	<p>DAE: The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	

<p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • where to get advice e.g. family, school and/or other sources. 			
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Year 3

Lesson 1	Lesson 2	Lesson 3	Lesson 4
To understand the role I can take in an emergency situation.	To understand how to help if someone has been stung or bitten.	To understand the importance of being kind online and what this looks like.	To understand that cyberbullying involves being unkind online.
<p>Basic first aid</p> <p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>Basic first aid</p> <p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>Internet and safety harms</p> <p>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.</p> <p>Online relationships</p> <p>That the same principles apply to online relationships as to</p>	<p>Internet and safety harms</p> <p>that for most people the internet is an integral part of life and has many benefits</p> <p>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.</p>

		<p>face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>where and how to report concerns and get support with issues online</p> <p>where and how to report concerns and get support with issues online</p> <p>Mental wellbeing</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>where to get advice e.g. family, school and/or other sources</p> <p>Online relationships > Pupils should know:</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>where and how to report concerns and get support with issues online</p>
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Lesson 5	Lesson 6	Lesson 7	Lesson 8
To understand that not all emails are genuine	To understand the choices people can make and those which are made by others.	To begin to recognise who and what can influence our decisions.	To develop an understanding of safety on or near roads.
<p>Internet and safety harms</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>Where and how to report concerns and get support with issues online</p>	<p>DAE</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>DAE</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>Road safety is not included in the statutory guidance however it does feature in the PSHE Association's Programme of Study for PSHE: Health and Wellbeing > Keeping Safe > strategies for keeping safe in the local environment or unfamiliar places (rail, water, road).</p>

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning objective	To understand that age restrictions are designed to protect us	To understand the benefits and risks of sharing material online	To understand how to help someone with asthma	To develop understanding of privacy and the difference between secrets and surprises
Statutory learning objective	<p>Internet safety and harms</p> <ul style="list-style-type: none"> Why social media, some computer games and online gaming, for example, are age restricted. 	<p>Internet and safety harms</p> <ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits 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 Where and how to report concerns and get support with issues online <p>Online relationships</p> <ul style="list-style-type: none"> How information and data is shared and used online. 	<p>Basic first aid</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 	<ul style="list-style-type: none"> About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult.

Lesson 5	Lesson 6	Lesson 7	Lesson 8
To understand that not all information on search engines is valuable	To recognise that change is part of growing up	To recognise the physical differences between children and adults	To begin to understand the risks of smoking and the benefits of being a non-smoker
Pupils should know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Changing adolescent body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Year 5

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning objective	To begin to understand some issues related to online friendships including the impact of their actions	To learn about staying safe online	To understand physical changes during puberty	To understand the menstrual cycle
Statutory learning objective	<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>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.</p>	PSHE Association's Programme of Study for PSHE Education.	<ul style="list-style-type: none"> Changing adolescent body > key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Science: Y5 Animals including humans: describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> Changing adolescent body: Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle.

Lesson 5	Lesson 6	Lesson 7
To understand emotional changes during puberty	To understand how to help someone who is bleeding	To begin to understand the influence others have on us and how we can make our own decisions
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<p>Basic first aid</p> <p>Pupils should know:</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

YEAR 6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning objective	To begin to understand the risks of alcohol	To start to become a discerning consumer of information online	To understand that online relationships should be treated in the same way as face to face relationships	Physical and emotional changes of puberty
Statutory learning objective	<p>Children should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>National curriculum > Science > Animals including humans > Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p>	<ul style="list-style-type: none"> • Internet and safety harms • Pupils should know: • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	<p>Respectful relationships</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Online relationships</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Internet safety and harms</p> <p>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</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.</p>

			<p>have a negative impact on mental health</p> <p>Mental wellbeing</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	
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Lesson	Lesson 6	Lesson 7	Lesson 8
Conception (Parents can withdraw their child from part of this lesson)	To understand the development of the baby during pregnancy (Parents have the right to withdraw their child from this lesson.	To understand how to help someone who is choking	To understand how to help someone who is unresponsive
<p>Pupils should know:</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p> <p>Other information:</p> <p>Some of this lesson goes beyond the requirements of the statutory guidance however the DfE recommends that it is good practice for children to understand how a baby is conceived and born before going to secondary school</p>	<p>This lesson goes beyond the teaching requirements of the statutory guidance however the DfE recommends that: all Primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupil. It should ensure both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born” (point 67 page 23).</p> <p>Note: each school can decide its approach to this and that parents would have the right to withdraw their children from this lesson.</p>	<p>Basic first aid</p> <p>Pupils should know:</p> <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>Basic first aid</p> <p>Pupils should know: how to make a clear and efficient call to emergency services if necessary</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>