



# Eastington Primary School

## PHSE and Relationships and Sex Education Policy



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

- Safeguarding
- Anti-bullying
- Equality
- DfE Keeping children safe in education

Reviewed: May 2026

Next reviewed: May 2029 (or before if helpful/new guidance is issued)

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Relationships amongst all members of our school family are highly valued and we have kindness at the heart of our school. We aim to develop children who care for themselves, each other and the wider world and encourage everyone to be the best they can be.

Our school values underpin behaviour. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

Aiming high together to be:

- **Kind – show respect and care**
- **Cooperative – work well together**
- **Resilient – keep trying**
- **Responsible – reflect and learn**
- **Ambitious – challenge yourself**



## 1. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and / or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

Health Education is also statutory in all schools.

We at Eastington Primary School acknowledge that under the Education Act 2002 / Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

At Eastington Primary School we teach PHSE and RSE as set out in this policy and our curriculum – all of which can be found on the school website. If you would like a hard copy of these documents please do ask in the school office.

## 2. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and

wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

### **3. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Eastington Primary School we use Coram SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, as well as contributing to different subject areas in the National Curriculum. In addition to SCARF, we teach children our school values, the five ways of wellbeing, the zones of regulation and anti-racism. An overview of progression documents (medium term planning) can be found at the end of this policy.

Our PSHE subject lead, [Karen Rome](#), works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

Class teachers follow units provided by SCARF. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The Coram SCARF programme is divided into themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in KS1, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In KS2, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. 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 pupils. At Eastington Primary School, for teaching the growing and changing unit (our sex education programme),

children are taught in single year groups. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

#### **4. How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. At Eastington Primary School, when teaching the growing and changing unit (our sex education programme), children are taught in single year groups.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using our PSHE ground rules (see appendix 1). The teachers may also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures / child protection policy which can be found on our website

Support is provided to children experiencing difficulties on a one-to-one basis as appropriate.

#### **5. How PSHE education is monitored, evaluated and assessed**

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems using INSIGHT.

This policy will be reviewed by the PSHE Leader. At every review, the policy will be ratified by the governing board

#### **6. How the delivery of the content will be made accessible to all pupils**

Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme.

Coram SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce

incidences of teasing or stigma. This will also ensure every child will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

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

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the school will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

## **8. Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy of the policy should make a request to the school office.

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

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

## **10. Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)

- Ofsted Education Inspection Framework (November 2025)

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

- Safeguarding Child Protection policy
- Anti-bullying and Harrassment policy
- Equality policy
- DfE 'Keeping children safe in education' (2025)

**Useful resources / Appendix**



## PSHE

### Progression of knowledge, skills and understanding: Key Stage 1

This will be taught on a two-year cycle, year A and B. Children will access each unit during the key stage. The growing and changing unit will be covered in both year A and year B and taught in single year groups.

Theme	Class 1 (Year 1) (Coram Y1 units)	Class 2 (Coram Y2 units)
Year A & B	<p>Know we have different skin colours and all skin is beautiful. Know skin colour is caused by melanin.</p> <ul style="list-style-type: none"> <li>• <b>Our Skin book:</b> from the beginning to "Just by looking at someone, we can't tell who they are on the inside. But sometimes people try to anyway" page 18</li> <li>• <b>Love your skin with Lupita Nyong'o</b> (melanin explained): <a href="https://www.youtube.com/watch?v=xIC2hHECZ6Y">https://www.youtube.com/watch?v=xIC2hHECZ6Y</a></li> <li>• I am somebody song: <a href="https://sesameworkshop.org/our-work/what-we-do/race-ethnicity-culture/">https://sesameworkshop.org/our-work/what-we-do/race-ethnicity-culture/</a></li> </ul> <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>	<p>Begin to understand the term racism. Know how melanin changes skin colour.</p> <ul style="list-style-type: none"> <li>• (optional) Love your skin with Lupita Nyong'o (melanin explained): <a href="https://www.youtube.com/watch?v=xIC2hHECZ6Y">https://www.youtube.com/watch?v=xIC2hHECZ6Y</a></li> <li>• <b>Elmo &amp; Elijah talk about race and skin colour:</b> <a href="https://sesameworkshop.org/resources/explaining-race/">https://sesameworkshop.org/resources/explaining-race/</a></li> <li>• <b>Our Skin book:</b> Whole book, including using the term racism, and bravely saying, "That's not right".</li> </ul> <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>

## Me and My Relationships

### Year A

Children will be able to:

- Explain their classroom rules and be able to contribute to making these.
- Understand that classroom rules help everyone to learn and be safe.
- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.
- Recognise how others might be feeling by reading body language/facial expressions;
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
- Identify a range of feelings;
- Identify how feelings might make us behave;
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.
- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.
- Identify simple qualities of friendship;
- Suggest simple strategies for making up.

Children will be able to:

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions.
- The conventions of courtesy and manners.
- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.
- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.
- Recognise that friendship is a special kind of relationship;
- Identify some of the ways that good friends care for each other.
- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that there are different types of bullying and unkind behaviour;
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving;
- Understand that bullying can happen online, as well as in person, and to know what to do if this happens;
- Understand that they should not share images of themselves or others without permission.
- Understand and describe strategies for dealing with bullying;
- Rehearse and demonstrate some of these strategies.
- Understand that there are different types of bullying, including online.

<p>Valuing Differences</p> <p>Year B</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the differences and similarities between people;</li> <li>● Empathise with those who are different from them;</li> <li>● Begin to appreciate the positive aspects of these differences.</li> <li>● Explain the difference between unkindness, teasing and bullying;</li> <li>● Understand that bullying is usually quite rare.</li> <li>● Understand that bullying can happen online.</li> <li>● Understand that they should not share unkind photos of other people online.</li> <li>● Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>● Recognise and explain what is fair and unfair, kind and unkind;</li> <li>● Suggest ways they can show kindness to others.</li> <li>● Identify some of the people who are special to them;</li> <li>● Recognise and name some of the qualities that make a person special to them.</li> <li>● Recognise that they belong to various groups and communities such as their family;</li> <li>● Explain how these people help us and we can also help them to help us.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Identify some of the physical and non-physical differences and similarities between people;</li> <li>● Know and use words and phrases that show respect for other people.</li> <li>● Identify people who are special to them;</li> <li>● Explain some of the ways those people are special to them.</li> <li>● Recognise and explain how a person's behaviour can affect other people.</li> <li>● Explain how it feels to be part of a group;</li> <li>● Explain how it feels to be left out from a group;</li> <li>● Identify groups they are part of;</li> <li>● Suggest and use strategies for helping someone who is feeling left out.</li> <li>● Recognise and describe acts of kindness and unkindness;</li> <li>● Explain how these impact on other people's feelings;</li> <li>● Suggest kind words and actions they can show to others;</li> <li>● Show acts of kindness to others in school.</li> <li>● Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>● Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>
<p>Keeping safe</p> <p>Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>● Identify simple bedtime routines that promote healthy sleep;</li> <li>● To explore how screen use can make us feel and learn how to make healthy and sensible choices.</li> <li>● Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>● Identify people who can help them when they feel unsafe.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Understand that medicines can sometimes make people feel better when they're ill;</li> <li>● Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>● Explain simple issues of safety about medicines and their use.</li> <li>● Identify situations in which they would feel safe or unsafe;</li> <li>● Suggest actions for dealing with unsafe situations including who they could ask for help.</li> </ul>

	<ul style="list-style-type: none"> <li>● Understand and learn the PANTS rules;</li> <li>● Name and know which parts should be private;</li> <li>● Explain the difference between appropriate and inappropriate touch;</li> <li>● Understand that they have the right to say “no” to unwanted touch;</li> <li>● Start thinking about who they trust and who they can ask for help.</li> <li>● Start thinking about how to stay safe online, including safety around sharing images;</li> <li>● Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> <li>● Understand that medicines can sometimes make people feel better when they’re ill;</li> <li>● Explain simple issues of safety about medicines and their use.</li> <li>● Recognise the range of feelings that are associated with loss.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> <li>● Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>● Identify the types of touch they like and do not like;</li> <li>● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>● Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>● Know that they can ask someone to stop touching them;</li> <li>● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>● Identify safe secrets (including surprises) and unsafe secrets;</li> <li>● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> </ul>
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<p>Rights and Respects</p> <p>Year B</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Recognise how a person's behaviour (including their own) can affect other people.</li> <li>● Identify what they like about the school environment;</li> <li>● Recognise who cares for and looks after the school environment.</li> </ul> <ul style="list-style-type: none"> <li>● Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>● Explain the importance of looking after things that belong to themselves or to others.</li> <li>● Explain where people get money from;</li> <li>● List some of the things that money may be spent on in a family home;</li> <li>● Understand that when they want to buy something, online or offline, they need to ask their grownups for help first.</li> </ul>	<p>Children will be able to:</p> <p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the school and community who can help to keep them safe.</p> <p>Know how to ask for help.</p> <p>Identify what they like about the school environment.</p> <p>Identify any problems with the school environment (e.g. things needing repair).</p> <p>Make suggestions for improving the school environment. Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Understand that people have choices about what they do with their money.</p>
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	<ul style="list-style-type: none"> <li>● Recognise that different notes and coins have different monetary value;</li> <li>● Explain the importance of keeping money safe;</li> <li>● Identify safe places to keep money;</li> <li>● Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> <li>● See link to external resources for further information.</li> </ul>	
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<p>Being My Best Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Recognise the importance of fruit and vegetables in their daily diet;</li> <li>● Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> <li>● Recognise that they may have different tastes in food to others;</li> <li>● Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>● Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>● Recognise the importance of regular hygiene routines;</li> <li>● Sequence personal hygiene routines into a logical order.</li> <li>● Understand how diseases can spread;</li> <li>● Recognise and use simple strategies for preventing the spread of diseases.</li> <li>● Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> <li>● Demonstrate attentive listening skills;</li> <li>● Suggest simple strategies for resolving conflict situations;</li> <li>● Give and receive positive feedback, and experience how this makes them feel.</li> <li>● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>● Understand and explain the simple bodily processes associated with them.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Explain the stages of the learning line showing an understanding of the learning process;</li> <li>● Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>● Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>● Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>● Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>● Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>● Explain how germs can be spread;</li> <li>● Describe simple hygiene routines such as hand washing;</li> <li>● Understand that vaccinations can help to prevent certain illnesses.</li> <li>● Explain the importance of good dental hygiene;</li> <li>● Describe simple dental hygiene routines.</li> <li>● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>● Describe how food, water and air get into the body and blood.</li> <li>● Understand that the body gets energy from food, water and oxygen;</li> <li>● Recognise that exercise and sleep are important to health.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Explore how screen use can make us feel and learn how to make healthy and sensible choices.</li> <li>● See link to external resources for further information.</li> </ul>
Growing and Changing	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Understand that the body gets energy from food, water and air (oxygen);</li> <li>● Recognise that exercise and sleep are important parts of a healthy lifestyle;</li> <li>● To explore how screen use can make us feel and learn how to make healthy and sensible choices.</li> <li>● Identify things they could do as a baby, a toddler and can do now;</li> <li>● Identify the people who help/helped them at those different stages.</li> <li>● Identify things they could do as a baby, a toddler and can do now;</li> <li>● Identify the people who help/helped them at those different stages.</li> <li>● Explain the difference between teasing and bullying;</li> <li>● Understand that bullying can happen online;</li> <li>● Give examples of what they can do if they experience or witness bullying;</li> <li>● Say who they could get help from in a bullying situation.</li> <li>● Explain the difference between a secret and a nice surprise;</li> <li>● Identify situations as being secrets or surprises;</li> <li>● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>● Identify parts of the body that are private;</li> <li>● Describe ways in which private parts can be kept private;</li> <li>● Identify people they can talk to about their private parts.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate simple ways of giving positive feedback to others.</li> <li>● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>● Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>● Understand and describe some of the things that people are capable of at these different stages.</li> <li>● Identify which parts of our body are private;</li> <li>● Explain that our genitals help us make babies when we are older;</li> <li>● Understand that we mostly have the same body parts but how they look is different from person to person.</li> <li>● Explain what privacy means;</li> <li>● Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>● Give examples of different types of private information.</li> <li>● Identify how inappropriate touch can make someone feel;</li> <li>● Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>● Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>
Year A and B	<b>Vocabulary:</b> penis, vulva, vagina, testicles, scrotum, nipples.	<b>Vocabulary:</b> penis, vulva, vagina, testicles, scrotum, nipples



## PSHE

### Progression of knowledge, skills and understanding: Key Stage 2

This will be taught on a two-year cycle, year A and B. Children will access each unit twice during the key stage. The growing and changing unit will be covered in both year A and year B and taught in single year groups.

Theme	Class 3 (Coram Y3 units)	Class 4 (Coram Y4 units)	Class 5 (Coram Y6 units)
Year A & B	<p>Define racism. (<i>Racism is when people are treated unfairly because of their skin colour or background. It causes great harm to people.</i>)</p> <p>Know ways to be an <u>upstander</u> to racism.</p> <ul style="list-style-type: none"> <li>• <b>Simple definition of racism learned.</b></li> <li>• <b>What is racism book:</b> What is racism, Why do people look different, How can we stop racism. (Use kind words; If you see racism speak up and say 'that's not right; report racism to a teacher or adult; include others.)</li> <li>• <b>Lesson 6 – Being anti-racist in our actions</b> (discrimination): <a href="https://www.antiracism.education/ks1-resources/lesson-6-being-anti-racist-in-our-actions">https://www.antiracism.education/ks1-resources/lesson-6-being-anti-racist-in-our-actions</a></li> <li>• <b>Upstander to racism song:</b> <a href="https://www.youtube.com/watch?v=ddinvnj7PWg">https://www.youtube.com/watch?v=ddinvnj7PWg</a></li> </ul> <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>	<p>Define racism. (<i>Racism is when people are treated unfairly because of their skin colour or background. It is a kind of discrimination, and it causes great harm to people.</i>)</p> <p>Know some ways people can be racist.</p> <ul style="list-style-type: none"> <li>• <b>Definition of racism learned/reviewed.</b></li> <li>• <b>Lesson 8 – myth busting:</b> <a href="https://www.antiracism.education/ks1-resources/lesson-8-myth-busting-anti-racism">https://www.antiracism.education/ks1-resources/lesson-8-myth-busting-anti-racism</a></li> <li>• <b>Lesson 8 – myth busting:</b> <a href="https://www.antiracism.education/ks1-resources/lesson-8-myth-busting-anti-racism">https://www.antiracism.education/ks1-resources/lesson-8-myth-busting-anti-racism</a></li> <li>• <b>What is racism book:</b> What is racism, Why do people look different, Why are people racist, Is it ok to talk about racism, How can we stop racism.</li> </ul> <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>	<p>Define racism. (<i>Racism is when people are treated unfairly because of their skin colour or background. It is a kind of discrimination, and it causes great harm to people.</i>)</p> <p>Know the impact racism has on others.</p> <ul style="list-style-type: none"> <li>• <b>Definition of racism learned/reviewed.</b></li> <li>• Review <b>What is racism book.</b></li> <li>• <b>Racism in Football</b> – Hear My Story Newsround <a href="https://www.youtube.com/watch?v=u2oolGd8uAk">https://www.youtube.com/watch?v=u2oolGd8uAk</a></li> <li>• <b>Lesson 2 – Being anti-racist/non racist:</b> <a href="https://www.antiracism.education/ks2-resources/lesson-2-defining-anti-racism">https://www.antiracism.education/ks2-resources/lesson-2-defining-anti-racism</a></li> </ul> <p>Zones of Regulation: Lessons 1, 4, 12 part 1 and 13 5 ways of wellbeing. School values</p>

<p><b>Me and My Relationships</b></p> <p><b>Year A</b></p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Explain why we have rules;</li> <li>● Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>● Suggest appropriate rules for a range of settings;</li> <li>● Consider the possible consequences of breaking the rules.</li> <li>● Identify people who they have a special relationship with;</li> <li>● Suggest strategies for maintaining a positive relationship with their special people.</li> <li>● Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>● Define and demonstrate cooperation and collaboration;</li> <li>● Identify the different skills that people can bring to a group task;</li> <li>● Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>● Identify qualities of friendship;</li> <li>● Suggest reasons why friends sometimes fall out;</li> <li>● Rehearse and use, now or in the future, skills for making up again.</li> <li>● Express opinions and listen to those of others;</li> <li>● Consider others' points of view;</li> <li>● Practice explaining the thinking behind their ideas and opinions.</li> <li>● Explain what a dare is;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate strategies for working on a collaborative task;</li> <li>● Define successful qualities of teamwork and collaboration.</li> <li>● Explain what we mean by a 'positive, healthy relationship';</li> <li>● Describe some of the qualities that they admire in others.</li> <li>● Recognise that there are times when they might need to say 'no' to a friend;</li> <li>● Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>● Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>● Explain how different words can express the intensity of feelings.</li> <li>● Identify a wide range of feelings;</li> <li>● Recognise that different people can have different feelings in the same situation;</li> <li>● Explain how feelings can be linked to physical state.</li> <li>● Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>● Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from;</li> <li>● To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Demonstrate a collaborative approach to a task;</li> <li>● Describe and implement the skills needed to do this.</li> <li>● Explain what is meant by the terms 'negotiation' and 'compromise';</li> <li>● Suggest positive strategies for negotiating and compromising within a collaborative task;</li> <li>● Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> <li>● Recognise some of the challenges that arise from friendships;</li> <li>● Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>● Describe the consequences of reacting to others in a positive or negative way;</li> <li>● Suggest ways that people can respond more positively to others.</li> <li>● Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>● Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>● Suggest strategies for dealing assertively with a situation where someone under pressure may do</li> </ul>
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	<ul style="list-style-type: none"> <li>● Understand that no-one has the right to force them to do a dare;</li> <li>● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>		<p>something they feel uncomfortable about.</p> <ul style="list-style-type: none"> <li>● List some assertive behaviours;</li> <li>● Recognise peer influence and pressure;</li> <li>● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>● Describe ways in which people show their commitment to each other;</li> <li>● Know the ages at which a person can marry or have a civil partnership.</li> <li>● Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership.</li> <li>● Recognise that some types of physical contact can produce strong negative feelings;</li> <li>● Know that some inappropriate touch is also illegal.</li> </ul>
Valuing Difference  Year B	<ul style="list-style-type: none"> <li>● Reflect on listening skills;</li> <li>● Give examples of respectful language;</li> <li>● Give examples of how to challenge another's viewpoint, respectfully.</li> <li>● Recognise that there are many different types of family;</li> <li>● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>● Define the term 'community';</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Define the terms 'negotiation' and 'compromise';</li> <li>● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>● List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>● Recognise potential consequences of aggressive behaviour;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>● Suggest strategies for dealing with bullying, as a bystander;</li> <li>● Describe positive attributes of their peers.</li> <li>● Know that all people are unique but that we have far more in common with each other than what is different about us;</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify the different communities that they belong to;</li> <li>● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>● Explain that people living in the UK have different origins;</li> <li>● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>● Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>● Recognise the factors that make people similar to and different from each other;</li> <li>● Recognise that repeated name calling is a form of bullying;</li> <li>● Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>● Understand and explain some of the reasons why different people are bullied;</li> <li>● Explore why people have prejudiced views and understand what this is.</li> </ul>	<ul style="list-style-type: none"> <li>● Suggest strategies for dealing with someone who is behaving aggressively;</li> <li>● Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult;</li> <li>● Understand they should not share images of other people online without their permission.</li> <li>● List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>● Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>● Understand and identify stereotypes, including those promoted in the media.</li> <li>● Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>● Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>● Understand that they have the right to protect their personal body space;</li> <li>● Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>● Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>● Demonstrate ways of offering support to someone who has been bullied.</li> <li>● Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>● Understand and explain the term prejudice and discrimination;</li> <li>● Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>● Describe the benefits of living in a diverse society;</li> <li>● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>● Explain the difference between a friend and an acquaintance;</li> <li>● Describe qualities of a strong, positive friendship;</li> <li>● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</li> <li>● Define what is meant by the term stereotype;</li> <li>● Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes;</li> </ul>
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<p>Keeping safe</p> <p>Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Identify situations which are safe or unsafe;</li> <li>● Identify people who can help if a situation is unsafe;</li> <li>● Suggest strategies for keeping safe.</li> <li>● Define the words danger and risk and explain the difference between the two;</li> <li>● Demonstrate strategies for dealing with a risky situation.</li> <li>● Identify risk factors in given situations;</li> <li>● Suggest ways of reducing or managing those risks.</li> <li>● Evaluate the validity of statements relating to online safety;</li> <li>● Recognise potential risks associated with browsing online;</li> <li>● Give examples of strategies for safe browsing online;</li> <li>● To think about screen usage and understand that online gaming can be addictive.</li> <li>● Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> <li>● Identify some key risks from and effects of cigarettes and alcohol;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>● Identify situations which are either dangerous, risky or hazardous;</li> <li>● Suggest simple strategies for managing risk.</li> <li>● Define what is meant by the word 'dare';</li> <li>● Identify from given scenarios which are dares and which are not;</li> <li>● Suggest strategies for managing dares.</li> <li>● Describe stages of identifying and managing risk;</li> <li>● Suggest people they can ask for help in managing risk.</li> <li>● Understand that we can be influenced both positively and negatively;</li> <li>● Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>● Identify images that are safe/unsafe to share online;</li> <li>● Know and explain strategies for safe online sharing;</li> <li>● Understand and explain the implications of sharing images online without consent.</li> <li>● Understand that medicines are drugs;</li> <li>● Explain safety issues for medicine use;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;</li> <li>● Understand and describe the ease with which something posted online can spread;</li> <li>● Understand that once something is posted online it is very hard to remove;</li> </ul> <p>Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this.</p> <ul style="list-style-type: none"> <li>● Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>● Explore the risks of sharing photos and films of themselves with other people directly or online;</li> <li>● Know how to keep their information private online;</li> <li>● Understand that once something is posted online and shared there is no way to delete it permanently;</li> <li>● Know where to go for advice and support when they feel worried or</li> </ul>

	<ul style="list-style-type: none"> <li>● Know that most people choose not to smoke cigarettes; (Social Norms message)</li> <li>● Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> </ul>	<ul style="list-style-type: none"> <li>● Suggest alternatives to taking a medicine when unwell;</li> <li>● Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</li> <li>● Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>● Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>● Identify strategies for keeping personal information safe online;</li> <li>● Describe safe behaviours when using communication technology;</li> <li>● Exercise caution when sharing information about themselves;</li> <li>● Understand the importance of privacy and location settings to protect information online;</li> <li>● Know that a trusted adult can help them if they see something online which makes them feel uncomfortable, worried or scared.</li> </ul> <p>PLUS YEAR 5 objectives to be covered – see Y5 Coram.</p> <ul style="list-style-type: none"> <li>● Describe some of the health risks caused by vaping;</li> <li>● Understand that there are potential health risks of vaping that are not yet fully known;</li> <li>● Use critical thinking skills when reading information/media;</li> <li>● Understand that companies selling vaping products do so to make money;</li> <li>● Describe some of the possible outcomes of taking a risk.</li> </ul>	<p>concerned about something they have seen or experienced online.</p> <ul style="list-style-type: none"> <li>● Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.</li> <li>● Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>● Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>● Explain in simple terms some of the laws that control drugs in this country.</li> <li>● Understand some of the basic laws in relation to drugs;</li> <li>● Explain why there are laws relating to drugs in this country.</li> <li>● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>● Describe some of the effects and risks of drinking alcohol.</li> </ul>
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<p>Rights and Respect</p> <p>Year B</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Identify key people who are responsible for them to stay safe and healthy;</li> <li>● Suggest ways they can help these people.</li> <li>● Understand the difference between 'fact' and 'opinion';</li> <li>● Understand how an event can be perceived from different viewpoints;</li> <li>● Plan, draft and publish a recount using the appropriate language.</li> <li>● Define what a volunteer is;</li> <li>● Identify people who are volunteers in the school community;</li> <li>● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>● Understand the terms 'income', 'saving' and 'spending';</li> <li>● Recognise that there are times we can buy items we want and times when we need to save for them;</li> <li>● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</li> <li>● Understand the financial risks related to online gaming.</li> <li>● Explain that people earn their income through their jobs;</li> <li>● Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Explain how different people in the school and local community help them stay healthy and safe;</li> <li>● Define what is meant by 'being responsible';</li> <li>● Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>● Suggest ways they can help the people who keep them healthy and safe.</li> <li>● Understand that humans have rights and also need to respect the rights of other;</li> <li>● Identify some rights and also need to respect the rights of others that come with these rights.</li> <li>● Understand the reason we have rules;</li> <li>● Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);</li> <li>● Recognise that everyone can make a difference within a democratic process;</li> <li>● Understand the risks relating to online gaming and that gaming can become addictive.</li> <li>● Define the word influence;</li> <li>● Recognise that reports in the media can influence the way they think about an topic;</li> <li>● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>● Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>● Describe the language and techniques that make up a biased report;</li> <li>● Analyse a report also extract the facts from it.</li> <li>● Know the legal age (and reason behind these) for having a social media account;</li> <li>● Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>● Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>● Explain some benefits of saving money;</li> <li>● Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>● Describe the costs that go into producing an item;</li> <li>● Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>● Explain what is meant by the term interest;</li> <li>● Understand financial risks of online gaming;</li> </ul>
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<p>Being My Best Year A</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Identify ways in which everyone is unique;</li> <li>● Appreciate their own uniqueness;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Identify aspirational goals;</li> <li>● Describe the actions needed to set and achieve these.</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain what is meant by the term 'balanced diet';</li> <li>● Give examples what foods might make up a healthy balanced meal.</li> <li>● Explain how some infectious illnesses are spread from one person to another;</li> <li>● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>● Suggest medical and non-medical ways of treating an illness.</li> <li>● Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>● Describe how food, water and air get into the body and blood.</li> <li>● Develop skills in discussion and debating an issue;</li> <li>● Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>● Empathise with different viewpoints;</li> <li>● Make recommendations, based on their research.</li> <li>● Identify their achievements and areas of development;</li> <li>● Recognise that people may say kind things to help us feel good about ourselves;</li> <li>● Explain why some groups of people are not represented as much on television/in the media.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>● Give examples of choices they make for themselves and choices others make for them;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently;</li> <li>● Understand that making healthy choices around food is important for their wellbeing</li> <li>● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>● Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate);</li> <li>● Understand the importance of a healthy relationship with food</li> <li>● Understand the importance of good quality sleep and take practical steps for improving sleep.</li> <li>● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>● Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>● Define what is meant by the word 'community';</li> <li>● Suggest ways in which different people support the school community;</li> <li>● Identify qualities and attributes of people who support the school community.</li> <li>● See link to external resources for further information</li> </ul>	<ul style="list-style-type: none"> <li>● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>● Develop a holistic approach to healthy eating.</li> <li>● Identify risk factors in a given situation (involving alcohol) (including online);</li> <li>● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>● Know where to go for advice and support when they feel worried or concerned about something online.</li> <li>● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</li> <li>● Identify risk factors in a given situation;</li> <li>● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;</li> <li>● Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.</li> <li>● See link to external resources for further information</li> <li>● Explain what the five ways to wellbeing are;</li> <li>● Describe how the five ways to wellbeing contribute to a healthy</li> </ul>
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	<ul style="list-style-type: none"> <li>● Explain some of the different talents and skills that people have and how skills are developed;</li> <li>● Recognise their own skills and those of other children in the class.</li> </ul>		lifestyle, giving examples of how they can be implemented in people's lives.
<p>Growing and Changing</p> <p><b>Year A and B</b></p>	<p>YEAR 3:</p> <ul style="list-style-type: none"> <li>● Identify different types of relationships;</li> <li>● Recognise who they have positive healthy relationships with.</li> <li>● Understand what is meant by the term body space (or personal space);</li> <li>● Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>● Rehearse strategies for when someone is inappropriately in their body space.</li> <li>● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>● Recognise and describe appropriate behaviour online as well as offline;</li> <li>● Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs;</li> <li>● Understand that people online may not always be who they say they are,</li> </ul>	<p>YEAR 4</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Describe some of the changes that happen to people during their lives;</li> <li>● Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>● Suggest people who may be able to help them deal with change.</li> <li>● Name some positive and negative feelings;</li> <li>● Suggest reasons why young people sometimes fall out with their parents;</li> <li>● Take part in a role play practising how to compromise.</li> <li>● Identify parts of the body that males and females have in common and those that are different;</li> <li>● Know the correct terminology for their genitalia;</li> <li>● Understand and explain why puberty happens.</li> <li>● Recognise that babies come from the joining of an egg and sperm;</li> <li>● Explain what happens when an egg doesn't meet a sperm;</li> <li>● Understand that periods are a normal part of puberty for girls;</li> <li>● Identify some of the ways they can cope better with periods.</li> </ul>	<p>YEAR 6:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Understand that fame can be short-lived;</li> <li>● Recognise that photos can be changed to match society's view of perfect;</li> <li>● Identify qualities that people have, as well as their looks;</li> <li>● Understand the importance of avoiding putting pressure on others to share information and images online.</li> <li>● Define what is meant by the term stereotype;</li> <li>● Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>● Recognise that people fall into a wide range of what is seen as normal;</li> <li>● Challenge stereotypical gender portrayals of people.</li> <li>● Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>● Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> </ul>

	<p>and to learn how to stay safe by checking with a trusted adult before communicating with others;</p> <ul style="list-style-type: none"> <li>● Understand that they should not share images of others without their permission;</li> <li>● Think carefully before sharing any information about themselves;</li> <li>● Understand that once something is posted online it is very hard to remove or delete it.</li> <li>● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>● Recognise how different surprises and secrets might make them feel;</li> <li>● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>● Recognise that babies come from the joining of an egg and sperm;</li> <li>● Explain what happens when an egg doesn't meet a sperm;</li> <li>● Understand that for girls, periods are a normal part of puberty.</li> <li>● See link to external resources for further information</li> </ul> <p><b>Vocabulary:</b> penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation</p>	<ul style="list-style-type: none"> <li>● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>● Recognise how different surprises and secrets might make them feel;</li> <li>● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>● Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will;</li> <li>● Recognise that marriage or civil partnership includes same sex and opposite sex partners;</li> <li>● Know the legal age for marriage or civil partnership in England or Scotland;</li> <li>● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul> <p><b>Vocabulary:</b> puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary pads, tampons, marriage, civil partnership,</p>	<ul style="list-style-type: none"> <li>● Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>● Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>● Suggest positive strategies for dealing with change;</li> <li>● Identify people who can support someone who is dealing with a challenging time of change.</li> </ul> <ul style="list-style-type: none"> <li>● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>● Understand that a healthy attitude towards food can really support growth and puberty changes;</li> <li>● Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>● Understand what FGM is and that it is an illegal practice in this country;</li> <li>● Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>● Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> </ul>
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			<ul style="list-style-type: none"> <li>● Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>● Know the legal age of consent and what it means.</li> </ul> <p><b>Vocabulary:</b> puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary towels, tampons, menstrual cup, marriage, civil partnership, anus, semen, stereotypes, biological sex, gender identity, gender expression, sexual orientation, forced/arranged marriage, female genital mutilation, illegal drugs, cannabis, reproduction, wet dreams, erection, sexual intercourse, conception, orgasm, implantation, embryo, labour, caesarean, adoption, surrogacy, IVF, consensual, condom</p>
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<p>Growing and Changing</p> <p>Additional unit as the growing and changing unit will be taught in year groups rather than class groups. This will also be taught in YEAR A and Year B of the cycle.</p>	<p>YEAR 5</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>● Use a range of words and phrases to describe the intensity of different feelings;</li> <li>● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>● Explain strategies they can use to build resilience.</li> <li>● Identify people who can be trusted;</li> <li>● Describe strategies for dealing with situations in which they would feel uncomfortable.</li> <li>● Explain the difference between a safe and an unsafe secret;</li> <li>● Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>● Identify some products that they may need during puberty and why;</li> </ul>
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- Know what menstruation is and why it happens.
  - Know the correct words for the external sexual organs;
  - Discuss some of the myths associated with puberty.
  - Recognise how our body feels when we're relaxed;
  - List some of the ways our body feels when it is nervous or sad;
  - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Vocabulary:** puberty, penis, vulva, testicles, nipples, womb, uterus, ovaries, fallopian tubes, egg, sperm, vagina, period, menstruation, hormones, pubic hair, clitoris, labia, breasts, sanitary towels, tampons, menstrual cup, marriage, civil partnership, anus, semen, stereotypes, biological sex, gender identity, gender expression, sexual orientation

## APPENDIX 1: PSHE LESSON GROUND RULES

These ground rules will be discussed and adapted with children at the start of a year. The more ground rules are created with children, the more likely they will 'buy in' to them. The rules will be revisited when needed – such as at the start of a PSHE lesson/new unit.

### CLASS 1, 2 AND 3

**Respect privacy.** We can discuss examples but don't use names or descriptions that identify anyone.

**Listen to others.** We listen properly before deciding how to respond. Everyone has the right to feel listened to.

**No personal questions.** Asking questions is good but don't ask personal questions of others.

**Right to pass.** Everyone has the right to choose not to answer a question or join the discussion.

### CLASS 4 AND 5

**Respect privacy.** We can discuss examples but don't use names or descriptions that identify anyone, including ourselves. We never put anyone 'on the spot'. We don't share/talk about other people's information.

**Listen to others.** It's okay to challenge a view or disagree, but we listen properly before making assumptions or deciding how to respond. Everyone has the right to feel listened to.

**No judgement.** We can explore beliefs and misunderstandings about a topic without fear of being judged.

**Right to pass.** Everyone has the right to choose not to answer a question or join the discussion.

### **RSE GROUND RULES**

#### **As above with the addition of...**

Only the correct names for body parts will be used when taught.

The meanings of words will be explained in a sensible and factual way.

Questions will be answered in an age appropriately way (in line with the curriculum/child's needs)

Everyone's uniqueness will be accepted-stereotypes will be challenged. Phrases like..."Some children...and some children....", The range of puberty is typically between ... and ... but some will fall outside of this...everyone is different."

