

Abbey Village Primary School

PSHE &

Sex and Relationship Education Policy

Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity (DFE July 2000).

Sex and relationship education will reflect the values of the teaching of PSHE, which includes the context of friendships, relationships, rights and responsibilities. In addition, SRE will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile relationships based on respect for themselves and for others, at home, school, work and in the community. Sex and relationship education should focus on the development of skills and attitudes, not just the acquisition of knowledge.

Aims for the teaching of PSHE & Sex and Relationship Education at Abbey Village

- To develop a caring and considerate attitude towards themselves, each other, and society
- To develop our pupils' confidence so that they form and maintain meaningful relationships.
- To enable our pupils to make informed and healthy choices about their lives.
- To understand their bodies, how they work and the reproductive processes that take place.

We have a commitment to ensure that the programme we deliver is relevant to all pupils and it taught in a way that is age and stage appropriate. We do not tolerate discrimination and actively promote that all pupils should be treated equally, regardless of their views.

Organisation and Delivery of SRE Programme

The PSHE subject leader and Headteacher are responsible for the organisation of SRE at Abbey Village Primary School. SRE is delivered through a number of areas of the curriculum: Science, Religious Education, Computing, Physical Education and PSHE.

Where SRE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Visiting speakers from the community make a valuable contribution to the SRE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of this curriculum. Whilst many aspects of SRE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/ carers are informed and can be involved in supporting their children.

Early Years Foundation Stage

In the EYFS children will focus on understanding relationships and understanding their feelings. The topics covered are All about me and my relationships, feelings, valuing difference and different families and homes. Across the year they will explore safety and how to keep their bodies safe and how to listen to and understand their feelings.

Key Stage 1

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about the life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. Through PSHE they will learn about growing and changing and healthy relationships with a focus on surprises and secrets, keeping private parts private and good and bad touch.

Key Stage 2

Through the Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring are not identical to their parents.

The Specific Teaching of Sex and Relationships Education

We believe that broached sensibly and sensitively, sex education itself is appropriate and relevant. We feel that it is imperative that our young children are appropriately informed, preparing them for their future in a society where issues of health, sex and sexuality are prevalent.

Therefore, our children will learn the following in Years 5 & 6:

- Pupils learn about the physical changes associated with puberty. Children will learn about menstruation and wet dreams.
- Pupils learn about the impact of puberty on the physical hygiene and strategies for managing this.
- Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.
- Pupils will learn about sexual reproduction, exploring myths and misconceptions. They will understand conception and pregnancy.
- Children will learn about contraception, considering media influence.

FGM and Child on child abuse will be explicitly taught where there is seemed to be a need and when necessary, through an age appropriate manner.

Right to withdraw

All primary schools must teach the following SRE aspects of the Science National Curriculum. Parents do not have the right to withdraw their child/ children from the teaching of the biological aspects of human growth and reproduction. Parents have the right to withdraw their child/ children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons. Relationships education is a statutory part of the school's curriculum and consequently, parents may not withdraw pupils from these lessons.

Every child is entitled to receive SRE regardless of their ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, including looked after children. It is our intention that all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Relationships and Education Overview

By the end of Primary School, pupils should know the following under each category:

Families and people who care for me

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- The others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know what other children's families are also characterised by love and care.
- The stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Questions raised by pupils

Establishing a safe, open and positive learning environment, build on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the sessions so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. All teachers understand the correct and appropriate protocol and procedures and the Designated Safeguarding Leads will be informed.

Monitoring and Review

On-going monitoring is the responsibility of the PSHE Subject Leader. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, and feedback from parents through our schools PIP forum. The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Safe	Spring 2 Rights and Respect	Summer 1 Being my Best	Summer 2 Growing and Changing
Sunnyhurst Cycle A	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Sunnyhurst Cycle B	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Anglezarke Cycle A	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Anglezarke Cycle B	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Roddlesworth Cycle A	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty (Year 5 + 6) Managing difficult feelings Relationships including marriage
Roddlesworth Cycle B	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Decision-making skills Drug use and the use of Vaping	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Body changes during puberty (Year 5+6) Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Roddlesworth Cycle C	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying	Understanding emotional needs Staying safe online	Understanding media bias, including social media Caring: communities and the environment	Aspirations and goal setting Managing risk	Coping with changes Keeping safe Body Image

		Understanding Bystander behaviour Gender stereotyping	Drugs: norms and risks (including the law) Use of vaping	Earning and saving money Understanding democracy	Looking after my mental health	Self-esteem Body changes during puberty (Year 5+6) *Puberty/ conception is taught by SCARF CORAM each year to our Year 5/6 children* Puberty is also discussed with other children when deemed necessary
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Sunnyhurst Cycle A- PSHE Overview		
Half term	Topic	Overarching learning intentions across this unit:
Autumn 1	Me and my relationships	Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried, or scared. Identify ways to help others or themselves if they are sad or worried.
Autumn 2	Valuing difference	Be sensitive towards others and celebrate what makes each person unique Recognise that we can have things in common with others Use speaking and listening skills to learn about the lives of their peers Know the importance of showing care and kindness towards others Demonstrate skills in building friendships and cooperation.
Spring 1	Keeping myself safe	Talk about how to keep their bodies healthy and safe Name ways to stay safe around medicines Know how to stay safe in their home, classroom and outside Know age-appropriate ways to stay safe online Name adults in their lives and those in their community who keep them safe.
Spring 2	Right, respect and responsibilities	Understand that they can make a difference Identify how they can care for their home, school and special people Talk about how they can make an impact on the natural world Talk about similarities and differences between themselves Demonstrate building relationships with friends

Summer 1	Being my best	<p>Feel resilient and confident in their learning</p> <p>Name and discuss different types of feelings and emotions</p> <p>Learn and use strategies or skills in approaching challenges</p> <p>Understand that they can make healthy choices</p> <p>Name and recognise how healthy choices can keep us well.</p>
Summer 2	Growing and changing	<p>Understand that there are changes in nature and humans</p> <p>Name the different stages in childhood and growing up</p> <p>Understand that babies are made by a man and a woman</p> <p>Use the correct vocabulary when naming the different parts of the body</p> <p>Know how to keep themselves safe.</p>

Sunnyhurst Cycle B- PSHE Overview

Half term	Topic	In this unit of work pupils will learn:
Autumn 1	Me and my relationships	<p>Suggest simple strategies for resolving conflict situations</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>Recognise how others might be feeling by reading body language/facial expressions</p> <p>Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).</p> <p>Identify a range of feelings</p> <p>Identify how feelings might make us behave</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p>
Autumn 2	Valuing difference	<p>Identify the differences and similarities between people</p> <p>Empathise with those who are different from them</p> <p>Begin to appreciate the positive aspects of these differences</p> <p>Explain the difference between unkindness, teasing and bullying</p> <p>Understand that bullying is usually quite rare</p> <p>Recognise and explain what is fair and unfair, kind, and unkind</p> <p>Suggest ways they can show kindness to others.</p> <p>Identify some of the people who are special to them</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise that they belong to various groups and communities such as their family</p> <p>Explain how these people help us and we can also help them to help us.</p>

Spring 1	Keeping myself safe	<p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle</p> <p>Identify simple bedtime routines that promote healthy sleep.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe</p> <p>Identify people who can help them when they feel unsafe.</p> <p>Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p> <p>Understand that they have the right to say “no” to unwanted touch;</p> <p>Start thinking about who they trust and who they can ask for help.</p> <p>Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</p> <p>Understand that medicines can sometimes make people feel better when they’re ill;</p> <p>Explain simple issues of safety about medicines and their use.</p> <p>Recognise the range of feelings that are associated with loss.</p>
Spring 2	Right, respect and responsibilities	<p>Recognise how a person's behaviour (including their own) can affect other people.</p> <p>Identify what they like about the school environment</p> <p>Recognise who cares for and looks after the school environment.</p> <p>Demonstrate responsibility in looking after something (e.g. a class pet or plant);</p> <p>Explain the importance of looking after things that belong to themselves or to others.</p> <p>Explain where people get money from</p> <p>List some of the things that money may be spent on in a family home.</p> <p>Recognise that different notes and coins have different monetary value</p> <p>Explain the importance of keeping money safe</p> <p>Identify safe places to keep money</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it)</p>
Summer 1	Being my best	<p>Recognise the importance of fruit and vegetables in their daily diet</p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise that they may have different tastes in food to others</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>Recognise the importance of regular hygiene routines</p> <p>Sequence personal hygiene routines into a logical order.</p> <p>Understand how diseases can spread</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely</p>
Summer 2	Growing and changing	<p>Understand that the body gets energy from food, water and air (oxygen)</p>

		<p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Identify things they could do as a baby, a toddler and can do now</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Identify things they could do as a baby, a toddler and can do now</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Explain the difference between a secret and a nice surprise</p> <p>Identify situations as being secrets or surprises</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p>
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Anglezarke Cycle A- PSHE Overview		
Half term	Topic	In this unit of work pupils will learn:
Autumn 1	Me and my relationships	<p>Recognise that friendship is a special kind of relationship</p> <p>Identify some of the ways that good friends care for each other.</p> <p>Explain the difference between bullying and isolated unkind behaviour</p> <p>Recognise that that there are different types of bullying and unkind behaviour</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p>Understand and describe strategies for dealing with bullying:</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two</p> <p>Identify situations as to whether they are incidents of teasing or bullying</p> <p>Recognise that people have different ways of expressing their feelings</p> <p>Identify helpful ways of responding to other's feelings.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)</p>
Autumn 2	Valuing difference	<p>Identify some of the physical and non-physical differences and similarities between people</p> <p>Know and use words and phrases that show respect for other people.</p> <p>Identify people who are special to them</p> <p>Explain some of the ways those people are special to them.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Explain how it feels to be part of a group</p> <p>Explain how it feels to be left out from a group</p>

		<p>Identify groups they are part of</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p>
Spring 1	Keeping myself safe	<p>Understand that medicines can sometimes make people feel better when they're ill</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell</p> <p>Explain simple issues of safety about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>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.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</p> <p>Identify the types of touch they like and do not like</p>
Spring 2	Right, respect and responsibilities	<p>Understand that people have choices about what they do with their money.</p> <p>Know that money can be saved for a use at a future time.</p> <p>Explain how they might feel when they spend money on different things.</p> <p>Recognise that money can be spent on items which are essential or non-essential.</p> <p>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</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.</p> <p>Recognise that they all have a responsibility for helping to look after the school environment</p>
Summer 1	Being my best	<p>Explain the stages of the learning line showing an understanding of the learning process.</p> <p>Suggest phrases and words of encouragement to give someone who is learning something new.</p> <p>Understand and give examples of things they can choose themselves and things that others choose for them.</p> <p>Explain things that they like and dislike, and understand that they have choices about these things.</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Explain how germs can be spread.</p> <p>Describe simple hygiene routines such as hand washing.</p> <p>Understand that vaccinations can help to prevent certain illnesses.</p> <p>Explain the importance of good dental hygiene.</p> <p>Describe simple dental hygiene routines.</p>

Summer 2	Growing and changing	<p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p>Identify which parts of our body are private.</p> <p>Explain what privacy means.</p> <p>Know that you are not allowed to touch someone's private belongings without their permission.</p> <p>Give examples of different types of private information.</p>

Anglezarke Cycle B- PSHE Overview		
Half term	Topic	In this unit of work pupils will learn:
Autumn 1	Me and my relationships	<p>Identify qualities of friendship.</p> <p>Suggest reasons why friends sometimes fall out.</p> <p>Rehearse and use, now or in the future, skills for making up again.</p> <p>Express opinions and listen to those of others.</p> <p>Consider others' points of view.</p> <p>Practice explaining the thinking behind their ideas and opinions</p> <p>Explain why we have rules.</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities.</p> <p>Suggest appropriate rules for a range of settings.</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Identify people who they have a special relationship with.</p>
Autumn 2	Valuing difference	<p>Define the term 'community';</p> <p>Identify the different communities that they belong to.</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Explain that people living in the UK have different origins.</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.</p>

		<p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together</p> <p>Give examples of respectful language.</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Recognise that there are many different types of family.</p> <p>Explore why people have prejudiced views and understand what this is.</p>
Spring 1	Keeping myself safe	<p>Identify situations which are safe or unsafe.</p> <p>Identify people who can help if a situation is unsafe.</p> <p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two.</p> <p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations.</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Evaluate the validity of statements relating to online safety.</p> <p>Recognise potential risks associated with browsing online.</p> <p>Give examples of strategies for safe browsing online.</p> <p>Understand and explain decision-making skills.</p> <p>Understand where to get help from when making decisions.</p>
Spring 2	Right, respect and responsibilities	<p>Identify key people who are responsible for them to stay safe and healthy.</p> <p>Suggest ways they can help these people.</p> <p>Define what a volunteer is.</p> <p>Identify people who are volunteers in the school community.</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when we need to save for them.</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</p> <p>Explain that people earn their income through their jobs.</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility)</p> <p>Define what is meant by the environment.</p> <p>Evaluate and explain different methods of looking after the school environment</p>
Summer 1	Being my best	<p>Explain what is meant by the term 'balanced diet'</p> <p>Give examples what foods might make up a healthy balanced meal.</p>

		<p>Explain how some infectious illnesses are spread from one person to another.</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different viewpoints.</p> <p>Identify their achievements and areas of development.</p> <p>Recognise that people may say kind things to help us feel good about ourselves.</p> <p>Explain some of the different talents and skills that people have and how skills are developed.</p> <p>Recognise their own skills and those of other children in the class.</p>
Summer 2	Growing and changing	<p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space.</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Recognise and describe appropriate behaviour online as well as offline.</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this.</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Recognise how different surprises and secrets might make them feel.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe</p>

Roddlesworth Cycle A - PSHE Overview		
Half term	Topic	In this unit of work pupils will learn:
Autumn 1	Me and my relationships	<p>Define successful qualities of teamwork and collaboration.</p> <p>Explain what we mean by a 'positive, healthy relationship'</p> <p>Describe some of the qualities that they admire in others.</p> <p>Recognise that there are times when they might need to say 'no' to a friend.</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.</p> <p>Explain how different words can express the intensity of feelings.</p> <p>Identify a wide range of feelings.</p> <p>Recognise that different people can have different feelings in the same situation.</p>

		<p>Explain how feelings can be linked to physical state.</p> <p>Recognise that their feelings might change towards someone or something once they have further information.</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say</p>
Autumn 2	Valuing difference	<p>List some of the ways that people are different to each other (including differences of race, gender, religion)</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals)</p> <p>Define the word respect and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p> <p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)</p>
Spring 1	Keeping safe	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them.</p> <p>Identify situations which are either dangerous, risky or hazardous.</p> <p>Suggest simple strategies for managing risk.</p> <p>Define what is meant by the word 'dare'.</p> <p>Identify from given scenarios which are dares and which are not.</p> <p>Suggest strategies for managing dares.</p> <p>Describe stages of identifying and managing risk.</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Understand that we can be influenced both positively and negatively.</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p> <p>Identify images that are safe/unsafe to share online.</p> <p>Know and explain strategies for safe online sharing.</p> <p>Understand and explain the implications of sharing images online without consent.</p> <p>Understand that medicines are drugs.</p> <p>Explain safety issues for medicine use.</p> <p>Suggest alternatives to taking a medicine when unwell.</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol.</p>
Spring 2	Rights, respect, responsibilities	<p>Explain how different people in the school and local community help them stay healthy and safe</p>

		<p>Define what is meant by 'being responsible'</p> <p>Describe the various responsibilities of those who help them stay healthy and safe</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p> <p>Understand that humans have rights and also need to respect the rights of other</p> <p>Identify some rights and also need to respect the rights of others that come with these rights.</p> <p>Understand the reason we have rules</p> <p>Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council)</p> <p>Recognise that everyone can make a difference within a democratic process.</p> <p>Recognise that reports in the media can influence the way they think about an topic</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Define the terms 'income' and 'expenditure'</p> <p>List some of the items and services of expenditure in the school and in the home</p> <p>Prioritise items of expenditure in the home from most essential to least essential.</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'</p> <p>Understand how a payslip is laid out showing both pay and deductions</p> <p>Prioritise public services from most essential to least essential.</p> <p>Understand some of the ways that various national and international environmental organisations work to help take care of the environment</p> <p>Understand and explain the value of this work.</p>
Summer 1	Being my best	<p>Identify ways in which everyone is unique.</p> <p>Appreciate their own uniqueness.</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Give examples of choices they make for themselves, and choices others make for them</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.</p> <p>Define what is meant by the word 'community'</p> <p>Suggest ways in which different people support the school community.</p> <p>Identify qualities and attributes of people who support the school community.</p>
Summer 2	Growing and changing	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p>

		<p>Recognise how different surprises and secrets might make them feel.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that marriage includes same sex and opposite sex partners.</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
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Roddlesworth Cycle B- PSHE Curriculum Overview		
Half term	Topic	In this unit of work pupils will learn:
Autumn 1	Me and my relationships	<p>Explain what is meant by the terms negotiation and compromise;</p> <p>Describe strategies for resolving difficult issues or situations.</p> <p>Demonstrate how to respond to a wide range of feelings in others.</p> <p>Give examples of some key qualities of friendship.</p> <p>Reflect on their own friendship qualities.</p> <p>Identify what things make a relationship unhealthy.</p> <p>Identify who they could talk to if they needed help.</p> <p>Recognise basic emotional needs, understand that they change according to circumstance.</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p>
Autumn 2	Valuing difference	<p>Define some key qualities of friendship</p> <p>Recognise some of the feelings associated with feeling excluded or 'left out';</p> <p>Give examples of ways in which people behave when they discriminate against others who are different from them.</p> <p>Understand the importance of respecting others, even when they are different from themselves.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK.</p> <p>Describe the benefits of living in a diverse society.</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Understand and explain the difference sex, gender identity- protected characteristics</p>
Spring 1	Keeping safe	<p>Demonstrate strategies to deal with both face-to-face and online bullying.</p> <p>Demonstrate strategies and skills for supporting others who are bullied.</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p> <p>Reflect on what information they share offline and online.</p> <p>Recognise that people aren't always who they say they are online.</p>

		<p>Know how to protect personal information online. Recognise which situations are risky. Explore and share their views about decision making when faced with a risky situation. Suggest what someone should do when faced with a risky situation.</p> <p>Describe some of the health risks caused by vaping; Understand that there are potential health risks of vaping that are not yet fully known; Use critical thinking skills when reading information/media; Understand that companies selling vaping products do so to make money; Describe some of the possible outcomes of taking a risk.</p>
Spring 2	Rights, respect and responsibilities	<p>Define the differences between respect, rights, and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider community if duties are not carried out. State the costs involved in producing and selling an item. Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt, and interest. Suggest advice for a range of situations involving personal finance</p>
Summer 1	Being my best	<p>Identify their own strengths and talents. Identify areas that need improvement and describe strategies for achieving those improvements. State what is meant by community. Explain what being part of a school community means to them. Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy and safe. Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media. Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. Describe 'star' qualities that 'ordinary' people have.</p>
Summer 2	Growing and changing	<p>Use a range of words and phrases to describe the intensity of different feelings. Distinguish between good and not so good feelings, using appropriate vocabulary to describe these. Explain strategies they can use to build resilience. Describe strategies for dealing with situations in which they would feel uncomfortable. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone</p>

		<p>safe.</p> <p>Year 5 + 6 Growing and changing elements</p> <p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens.</p> <p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty.</p> <p>List some of the ways our body feels when it is nervous or sad;</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Explain how someone might feel when they are separated from someone or something they like.</p> <p>Suggest ways to help someone who is separated from someone or something they like.</p>
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Roddlesworth Cycle C- PSHE Curriculum Overview		
Half term	Topic	In this unit of work pupils will learn:
Autumn 1	Me and my relationships	<p>Demonstrate a collaborative approach to a task.</p> <p>Describe and implement the skills needed to do this.</p> <p>Recognise some of the challenges that arise from friendships.</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics.</p> <p>Recognise basic emotional needs and understand that they change according to circumstance.</p> <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Describe ways in which people show their commitment to each other.</p>
Autumn 2	Valuing difference	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Suggest strategies for dealing with bullying, as a bystander.</p> <p>Describe positive attributes of their peers.</p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us.</p> <p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p> <p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</p> <p>Understand and explain the term prejudice.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts</p>

		<p>of the UK.</p> <p>Describe the benefits of living in a diverse society.</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Define what is meant by the term stereotype.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Challenge stereotypical gender portrayals of people</p>
Spring 1	Keeping safe	<p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</p> <p>Understand and describe the ease with which something posted online can spread.</p> <p>Identify strategies for keeping personal information safe online.</p> <p>Describe safe and respectful behaviours when using communication technology.</p>
Spring 2	Rights, respect and responsibilities	<p>Explain some benefits of saving money.</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method.</p> <p>Evaluate the different public services and compare their value.</p> <p>Explain what is meant by living in an environmentally sustainable way.</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Continue to develop the skills to exercise these responsibilities.</p> <p>Why and how rules and laws that protect them and others are made and enforced.</p> <p>Why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Begin to understand the way in which democracy in Britain works.</p> <p>Why and how rules and laws that protect them and others are made and enforced.</p> <p>Why different rules are needed in different situations and how to take part in making and changing rules.</p>
Summer 1	Being my best	<p>Identify aspirational goals</p> <p>Describe the actions needed to set and achieve these.</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p>
Summer 2	Growing and changing	<p>Recognise some of the changes they have experienced and their emotional responses to those changes.</p> <p>Suggest positive strategies for dealing with change.</p>

		<p>Identify people who can support someone who is dealing with a challenging time of change. Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p>
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