

St Columb Minor Academy



**PSHE (Personal, Social, Health Education) Policy
(including Relationships and Health Education statutory from September
2020, and our position on Sex Education)**

Adopted by (body): **Local Governing Body**

Approved (date): **April 2022**

Review date: **April 2024**

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1. CONTEXT

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, all schools must provide a broad and balanced PSHE curriculum which:

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

2. AIMS

PSHE is an integral part of the school's curriculum, as relationships are built when individuals feel valued and respected. The aims of personal, social, health and economic (PSHE) education in our school are to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our academy we choose to deliver Personal, Social, Health Education (including Relationships Education, Relationships and Sex Education (RSE) and Health Education using the programme of Study framework from the PSHE Association which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. (see also appendix 2)

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

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge



- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
-

3. STATUTORY RELATIONSHIPS AND HEALTH EDUCATION

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Our PSHE policy is informed by existing DfE guidance:



- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

At St Columb Minor Academy, we meet these obligations through our PSHE programme as a way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

4. CONTENT AND DELIVERY

The end of primary school outcomes for pupils as set out in the DfE statutory guidance, can be found in **Appendix 1**. These guide and inform the planned coverage across our school.

The PSHE Association asserts that: 'PSHE is most effectively taught through a 'spiral programme'. This means organising learning into a series of recurring themes, each lasting perhaps half a term, which pupils experience over a 2-year cycle. At each encounter, the level of demand increases and learning is progressively deepened. In **Appendix 2** it is possible to identify where broad topics are covered. E.g. Money / Money Choices and Gambling are covered in Year 2,4 and 6 respectively.

The content of our Relationships Education programme is detailed in **Appendix 3A (see separate policy)**. Our Sex Education programme is delivered through a combination of the science curriculum content and the Medway schools RSE programme. The content of both are outlined in **Appendix 3B**. We deliver the Medway programme through a series of lessons in the Summer Term after communicating with parents that the lessons are due to take place.

At St Columb Minor Academy PSHE is delivered in a number of different ways to pupils. These include:

- Focused assemblies covering particular themes. These will use the weekly resources developed by Picture News.

- Planned lessons, as outlined in our curriculum document, carried out once per week (approx. 30 mins) in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- Lessons delivered by class teachers or other cover supervisors e.g. PPA staff etc. (with the exception of RSE lessons which are delivered by the main class teacher).
- Integration into other lessons such as Literacy, Science etc.
- Interventions for individuals or groups of pupils who are finding friendships etc challenging.

At St Columb Minor Academy, we aim to be an inclusive school and offer equality of opportunity and diversity to all groups of pupils within school. All children at our academy will be given the same opportunities to develop their personal and social skills. Children with special needs will be supported and encouraged to develop to their full potential and resources to support this are evidenced in the planning documents. As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or key workers work with individual pupils where required, and if appropriate.

5. RELATIONSHIPS EDUCATION

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

All aspects are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The expected outcomes for each of these elements can be found in Appendix 1.

6. HEALTH EDUCATION

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Growing and changing' strand of the Health and Well Being unit.

The expected outcomes for each of these elements can be found in Appendix 1.

7. SEX EDUCATION

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Primary sex education at St Columb Minor Academy will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

These areas of learning are taught within the 'Growing and Changing' strand as a part of the Health and well Being unit in the Summer Term. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

8. PARENTS' RIGHT TO REQUEST THEIR CHILD BE EXCUSED FROM SEX EDUCATION

Parents have the right to withdraw their children from the non-statutory/ non-science components of sex education within RSE:

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Parents do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of the RSE policy and addressed to the head teacher. Parents are invited in to the academy so they may view the resources and make an informed decision. Alternative work will be given to pupils who are withdrawn from sex education.

9. ROLES AND RESPONSIBILITIES

The local governing body

The governing body will approve the PSHE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

10. MONITORING AND REVIEW

The delivery of PSHE is monitored by the PSHE lead (Hannah Rogers) through:

- Pupil conferencing
- Looking at floor books

The governing body monitors this policy on a bi-annual basis. This governing body reports its findings and recommendations to the PSHE lead as necessary, if the policy needs modification. The governing body gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the academy's ethos.

11. EQUALITY

This policy will inform the academy's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At St Columb Minor Academy, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. We meet our obligations through the 'Family and Friendships' strand of the Relationships unit.



12. POLICY REVIEW

This policy is reviewed every 2 years.

| | Signed Headteacher | Signed Chair of Governors |
|----------------------|--------------------|---------------------------|
| Date of review: | <i>N. Cottrell</i> | |
| Date of next review: | March 2024 | |

Appendix 1: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, 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, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by 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 including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |

| TOPIC | PUPILS SHOULD KNOW |
|------------|--|
| Being safe | <ul style="list-style-type: none">• 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; including 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) whom 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 or 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 get advice e.g. family, school and/or other sources |

Appendix 2: Overview of coverage in our PSHE curriculum

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|--------|--|--|---|---|---|--|--|--|--|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Year 1 | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise, hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| Year 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with pu- | Medicines and household products; drugs common to everyday life |

| | | | | | | | | | |
|---------------|--|--|--|---|--|--|---|--|--|
| | | | | | | | | erty | |
| Year 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

Appendix 3: Coverage of RSE in the PSHE Association programme of study

| Lesson | Core theme 1: Health and Wellbeing | Core theme 2: Relationships: | Core theme 3: Living in the wider world |
|---|--|---|--|
| Year 1 or 2 <i>My special people</i> | | R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another | |
| Year 1 or 2 <i>We are growing: human life cycle</i> | H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring | | |
| Year 1 or 2 <i>Everybody's body</i> | H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy | R9. to identify and respect the differences and similarities between people | L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else |
| Year 3 <i>What makes a good friend?</i> | | R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships | |
| Year 3 <i>Falling out with friends</i> | | R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R12. to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves | |
| Year 4 or 5 <i>Puberty: time to change</i> <i>Puberty: menstruation and wet dreams</i> | H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe | R8. to identify and respect the differences and similarities between people R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) | |
| Year 4 or 5 <i>Puberty: menstruation and wet dreams</i> | H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H20. about taking care of their body | R7. to offer constructive support and feedback to others | L1. to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people |

| Lesson | Core theme 1: Health and Wellbeing | Core theme 2: Relationships: | Core theme 3: Living in the wider world |
|--|---|--|---|
| Year 4 or 5 <i>Puberty: personal hygiene</i> | <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> | | |
| Year 4 or 5 <i>Puberty: emotions and feelings</i> | <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> | R2. to recognise that their behaviour can affect other people | |
| Year 6 <i>Puberty: recap and review</i> | <p>H8. about change</p> <p>H18. how their bodies will, and emotions may, change as they approach and move through puberty</p> <p>H20. about taking care of their body</p> | | |
| Year 6 <i>Puberty: change and becoming independent</i> | <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p> | | L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities |
| Year 6 <i>Positive and healthy relationships</i> | | <p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> | |
| Year 6 <i>How babies are made</i> | H19. about human reproduction | R2. Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships | |

Appendix 4: Overview of RSE lessons – Learning objectives and intended learning outcomes

| Lesson | Learning objectives We are learning: | Intended learning outcomes We can: |
|---|---|---|
| Year 1 or 2 <i>My special people</i> | <ul style="list-style-type: none"> about the special people in our lives and how we care for one another | <ul style="list-style-type: none"> identify our own special people explain what makes them special to us and why they are important in our lives describe the different ways our special people care for us recognise how we can care for them in return |
| Year 1 or 2 <i>We are growing: human life cycle</i> | <ul style="list-style-type: none"> about how we change as we grow | <ul style="list-style-type: none"> recognise the main stages of the human life cycle (baby, child, adult) recognise that the process of growing takes time and describe what changes when people grow from young to old identify ways we are more independent now than when we were younger describe our feelings about growing and changing |
| Year 1 or 2 <i>Everybody's body</i> | <ul style="list-style-type: none"> about the differences and similarities between people | <ul style="list-style-type: none"> describe similarities and differences between ourselves and others challenge simple stereotypes about boys and girls recognise and use the correct names for main parts of the body |
| Year 3 <i>What makes a good friend?</i> | <ul style="list-style-type: none"> about friendship – why it is important and what makes a good friend | <ul style="list-style-type: none"> recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) explain why friendship and having friends is valuable identify how friends show they care for and value each other describe what makes a good friendship and what is most important in a friendship |
| Year 3 <i>Falling out with friends</i> | <ul style="list-style-type: none"> how to maintain good friendships about solving disagreements and conflict amongst themselves and their peers | <ul style="list-style-type: none"> identify what helps maintain friendships describe feelings when disagreements and conflict occur identify what can help and not help if there are friendship problems demonstrate strategies for solving arguments with peers |
| Year 4 or 5 <i>Puberty: time to change</i> | <ul style="list-style-type: none"> about some of the physical changes experienced during puberty | <ul style="list-style-type: none"> identify some of the physical changes that happen to bodies during puberty explain that puberty begins and ends at different times for different people use scientific vocabulary for external male and female body parts/genitalia |
| Year 4 or 5 <i>Puberty: menstruation and wet dreams</i> | <ul style="list-style-type: none"> about the physical changes that happen to males and females during puberty | <ul style="list-style-type: none"> use to use scientific vocabulary for external and internal male and female body parts/genitalia explain what happens during menstruation (periods) explain what is meant by ejaculation and wet dreams |
| Year 4 or 5 <i>Puberty: personal hygiene</i> | <ul style="list-style-type: none"> about the importance of personal hygiene during puberty to respond to questions about puberty | <ul style="list-style-type: none"> explain how and why it is important to keep clean during puberty describe ways of managing physical change during puberty respond to questions and give advice to others about puberty |

| Lesson | Learning objectives We are learning: | Intended learning outcomes We can: |
|--|--|--|
| Year 4 or 5 <i>Puberty: emotions and feelings</i> | <ul style="list-style-type: none"> • how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty | <ul style="list-style-type: none"> • describe how emotions and relationships may change during puberty • know where we can get the help and support we need in relation to puberty |
| Year 6 <i>Puberty: recap and review</i> | <ul style="list-style-type: none"> • more about the changes that happen at puberty (recap from year 4 or 5) | <ul style="list-style-type: none"> • describe the physical and emotional changes that occur during puberty and how to manage these • identify myths and facts about puberty, and what is important for a young person to know • demonstrate how to begin conversations (or ask questions) about puberty with people that can help us |
| Year 6 <i>Puberty: change and becoming independent</i> | <ul style="list-style-type: none"> • about managing change - new roles and responsibilities as we grow up | <ul style="list-style-type: none"> • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities |
| Year 6 <i>Positive and healthy relationships</i> | <ul style="list-style-type: none"> • about what constitutes a positive, healthy relationship • that relationships can change over time | <ul style="list-style-type: none"> • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities |
| Year 6 <i>How babies are made</i> | <ul style="list-style-type: none"> • about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows) | <ul style="list-style-type: none"> • identify the links between love, committed relationships / marriage and conception • explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults • explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female) |

Appendix 5: SRE references to the National Curriculum – Science

| Lesson / Suggested year group/s | National Curriculum Science - Programmes of Study | Statutory requirements: | Non-statutory notes and guidance |
|---|---|---|---|
| We are growing: human life cycle KS1: Year 1 or 2 | Year 2: Animals, including humans | Pupils should be taught to notice that animals, including humans, have offspring which grow into adults | <i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i> |
| Everybody's body KS1: Year 1 or 2 | Year 2: Animals, including humans | Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense | <i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i> |
| Puberty Lessons 1-4 KS2: Year 4 or 5 | Year 5: Animals, including humans | Pupils should be taught to describe the changes as humans develop to old age | <i>They should learn about the changes experienced in puberty.</i> |
| How babies are made KS2: Year 6 | Year 6: Evolution and inheritance | Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents | |

Appendix 6: 10 USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/ USEFUL DOCUMENTS
- DfE statutory guidance on SRE: Sex and Relationships Guidance, DfE July 2000*



- Additional guidance, published by the PSHE Association, Sex Education Forum and Brook: Sex and Relationships Education (SRE) for the 21st Century, February 2014
- Sex Education Forum's 12 principles of effective RSE