



## PSHE

### To include Relationships Education, Health Education, Sex Education, Protective Behaviours, British Values and Equality and the Protected Characteristics

As part of the Education Act 2002, all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

This PSHE Policy takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' OFSTED's 'Inspecting Teaching of the Protected Characteristics in Schools' (December 2020) and 'Parental Engagement on Relationships Education (October 2019)'. From September 2020, Relationships Education and Health Education (RHE) are compulsory in all schools providing primary education. At Abbots Farm Junior School, both Relationships Education and Health Education are taught through a comprehensive programme of study for PSHE which fulfils all aspects of these curricula. Our school's policy on Relationships Education and Sex Education is contained within this PSHE Policy.

### Intent of the PSHE Curriculum

#### AFJS aims

PSHE is at the core of everything we do at Abbots Farm Junior School. The PSHE skills we teach are not limited just to discrete sessions but also support the development of the whole child through all elements of school life including Relationships education, Sex education, Health education, SMSC development, British Values, Protected Characteristics and safeguarding. By considering all of these elements, we deliver a broad and balanced curriculum which prepares students for life in modern Britain. Our aim is to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives and also to help them find their identity, understand their place in the many different communities of the world and feel confident in the skin they are in. During their time at primary school, children will encounter many of life's challenges for the first time. Our PSHE lessons provide opportunities for children to experience and discuss challenging situations in a safe environment to help them develop the skills needed to manage difference influences and pressures.

The aims for our PSHE curriculum also include our school motto and values:



## **National Curriculum**

The new expectations for PSHE teaching in schools from September 2020 are split into two main areas: Relationships and Health Education. The objectives for both areas are detailed in appendix 1 of this document.

## **Roles and responsibilities**

**The PSHE leader** is responsible for providing long-term planning using the 1decision scheme of work as a basis and supplementing it with additional resources where appropriate. The PSHE leader also keeps abreast of developments in all areas of PHSE and investigates and evaluates products and programmes that are being developed.

**Year group teams** are responsible for using resources provided to deliver the long-term planning and for adapting resources to meet the needs of all children.

**The governors** are responsible for meeting once a year with the PSHE leader, for discussing subject strengths and areas for development, and for reporting these to the wider governing body.

## **Implementation of the PSHE Curriculum**

### **Planning**

Our discreetly taught PSHE curriculum is based on the 10 principles of effective PSHE teaching:

1. Start where children and young people are: find out what they already know, understand, are able to do, and are able to say. For maximum impact, involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Planning follows the **1decision** scheme of work as a basis, with additional lessons/resources added where seen fit. There are 8 areas covered across 2/3 short lessons per week across the entire school year, which fit with the key areas of the National Curriculum. They are:

Feelings and Emotions

Computer Safety

Being Responsible

Keeping/Staying Safe

Keeping/Staying Healthy

A World Without Judgement

The Working World

Growing and Changing – this final unit encompasses much of what was previously taught as RSE

### Protective Behaviours

In addition, we use the **Protective Behaviours** scheme to teach safety awareness. Protective Behaviours is part of the Warwickshire Education Safeguarding Service's Taking Care Scheme, designed to provide children with practical advice about how to keep themselves safe and how to observe and respect other people's right to feel safe. It is based on two key themes:

**We all have the right to feel safe all the time**

and

**We can talk with someone about anything, even if it feels awful or small**

This learning takes place as a series of lessons about personal safety, consent, emotional responses to danger and how to recognise the body's 'early warning signs' when things don't feel right. See Appendix 3 for Long Term plan of books and themes covered.

### No Outsiders

We also use the **No Outsiders** scheme to promote equality and the protected characteristics across the whole school community. This is explicitly taught through the use of a different picture book with a different theme each half term and then promoted across the whole school through the every-day language of our school values, assemblies and discussions. See Appendix 4 for Long Term plan of books and themes covered.

### Progression

Progression in PSHE refers to the knowledge or skills gained or further developed within a unit. The scheme we use is cyclical so each of the 8 areas are repeated progressively each year with time for recalling and reviewing previous learning before building upon it with new learning. There is also some progression between the modules as there are themes, skills and knowledge that are carefully interwoven throughout the units and regularly revisited such as 'safe and unsafe secrets' or 'recognising feelings in different situations and how they can affect us in different ways.'

### Teaching and Learning

The core of the 1decision programme that we use for the majority of our PSHE provision is a series of videos with alternative endings. These videos encourage and empower students to make positive choices and decisions for the characters, whilst learning the vocabulary, skills, and knowledge to support their own decision making now and in the future. The teacher uses the character of Darlee to introduce the videos, guide children through the lesson guide activities, and encourage good decision making inside and outside of school. This enables de-personalisation of the learning so that children can talk through issues by talking about Darlee or the characters featured in the videos to give them a safe environment in which to discuss thoughts and feelings and share ideas.

There are also worksheets to support children in scaffolding their ideas and discussions, role play activities, writing and drawing opportunities and a large proportion of time allocated to discussion, which is the most

integral part of effective delivery in this subject area. We also use stories, picture books and non-fiction books to support or further develop the learning of our children in a personalised way, most notably through our No Outsiders sessions which are all centred around a different picture book.

On some occasions, pupils are given opportunities to discuss specific issues related to puberty in single sex groups, however classes are not routinely separated by gender for Abbots Farm Junior School's PSHE programme – including Sex Education lessons in Year 5 and Year 6 – as it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children learn to talk openly without embarrassment in front of each other, breaking down gender stereotypes and building positive relationships and respect for each other, regardless of gender. This also ensures that any non-binary or transgender children are included without feeling vulnerable.

### **Safeguarding**

Because PSHE education works within pupils' real-life experiences, it is essential to establish a safe learning environment. In the course of PSHE education lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. Any disclosures or safeguarding concerns will be reported and dealt with in line with the school's Safeguarding and Child Protection Policy.

We create a safe, open and positive learning environment by setting clear 'ground rules' including confidentiality that are understood by all (adults and children) to ensure that PSHE is taught in an atmosphere of responsibility and respect, where sensitive issues can be discussed without embarrassment or threat. We will also answer questions raised by children honestly and with a degree of detail appropriate to the child's age and stage of development. Staff will use their professional skills and discretion before answering questions and, if necessary, they 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 will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with their parents/carers.

In PSHE, particular care is taken when planning any external trips or inviting visitors in to school from a safeguarding perspective, especially as these sessions may involve discuss topics that can be contentious or worrying for children or may involve people sharing opinions or viewpoints that could influence children or give mixed/inaccurate messages. Anything that is planned will be thoroughly checked and risk assessed before booking and only reputable, experienced providers will be used

### **Pupils with Special Educational Needs and Disabilities (SEND)**

This PSHE Policy will be carried out in accordance with the SEN Code of Practice 2014. High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

### **Inclusion**

This PSHE Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Abbots Farm Junior School recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or

the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. Staff will always respect how pupils choose to identify themselves, understanding that – depending on their age and maturity – their sexual orientation and gender identity may be ‘emerging’. This means that Relationships Education and Sex Education is sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

### **Working with Parents/Carers and the Wider Community**

We strive to promote constructive dialogue between school and parents to shape the content of PSHE provision across the whole curriculum in order to ensure we meet the varied needs of our community. We also recognise that parents/carers are the prime educators for children on PSHE matters and a positive relationship built on mutual understanding, trust and co-operation ultimately benefits the progress of children in PSHE as well as across the wider curriculum. If messages given by the key people in their lives are consistent, then children will be well supported in being happy, confident and ready to learn and will also develop the lifelong skills needed to stay safe, happy and healthy.

In promoting this objective we:

- Consult parents/carers on the purpose and content of the school’s programme of study for PSHE, explaining clearly what will be taught and when.
- Inform parents about the school’s approach to PSHE, making planning and resources available on request.
- Make this PSHE Policy available via our school website – a paper copy can be made available on request.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when Sex Education will be taught.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.
- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

### **Withdrawal from Sex Education lessons**

Sex Education is no longer compulsory in primary schools. However, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of their pupils so they are prepared for the changes that adolescence brings and how a baby is conceived and born. The majority of our previous Sex Education scheme of work now falls into the new RHE objectives or within the science objectives for KS2 and therefore there is no longer the right to withdraw children from these lessons.

There are, however, some elements of lessons in year 6 that fall solely into the category of Sex Education – that goes beyond the requirements of Relationships and Health Education and the National Curriculum for Science – that are taught in order to support pupils’ ongoing emotional and physical development and their transition to secondary school (See appendix 2 for details of coverage). Parents still have a legal right to withdraw their children from these specific parts of lessons, but we would ask parents to make an appointment to discuss with the head teacher any reasons they might have for doing this. The benefits of receiving this important education – and any detrimental effects that withdrawal might have on the child – will also be discussed. If concerns remain, parents/carers have an automatic right to withdraw their child from Sex Education-specific elements of lessons.

Lesson plans and resources for all lessons can be made available on request and parents meetings will be organised each year prior to the teaching of these units of work for parents to find out about the curriculum and to ask any questions.

## **Cross-curricular links**

While many of the PSHE objectives are stand-alone objectives that need to be taught specifically through PSHE lessons, where relevant, links are made across the curriculum too as there are many opportunities across many different subjects for these important lessons and messages to be revisited and reinforced.

**English** – texts used to engage children in discussions about the wider world, the protected characteristics (see No Outsiders mapping document and LTPs for English for further details)

**Science** – The Keeping/Staying Healthy and Growing and Changing Units are covered in conjunction with science teaching as are the names of body parts which are taught through the Y3 Protective Behaviours work.

**PE** – The topic of Keeping/Staying Healthy is regularly revisited through PE sessions when children are taught to explore and enjoy a wide range of sporting activities and are taught about elements of sports science such as warm ups, heart rate, resting pulse.

**Computing** – Computer Safety is covered within Computing lessons as well as in a PSHE module. The objectives covered in PSHE lessons are more focussed on areas such as being kind online, keeping your identify safe, not sharing personal information, reporting online bullying etc whereas the online safety strand within Computing lessons is more focussed on recognising safe websites, copyright law etc. However, the two are not entirely separate and all messages cross over between not only these two specific subject areas but across the whole school curriculum as part of our continued efforts to promote online safety within the AFJS community.

**History** – links are made with democracy and how government works within the Y5 Ancient Greeks topic.

## **Wider opportunities/enrichment opportunities in PSHE**

Our school ethos 'Learners for Life, Farmers Forever' is embedded in everything we do and we recognise that wider opportunities and enrichment activities are key to creating memorable learning moments for our children. Planned enrichment days, where appropriate, will be used to develop and extend our AFJS planned PSHE curriculum. These may also form part of our Vertical Learning Days which allow children from across different year groups to work together. In PSHE, particular care is taken when planning any external trips or visitors invited in to school (see Safeguarding section above). We continue to research and evaluate possibilities to develop children's learning further in any way possible, whilst continuing to focus primarily on the safeguarding aspects of such events.

## **Local links**

One of our whole school curriculum aims is to ensure that children engage with and learn about their local community and the importance of places and people around them both today and in the past. In PSHE, we take particular care with any visitors invited in to school (see Safeguarding section above) but we continue to work with local services such as COMPASS, the Warwickshire School Health and Wellbeing Service and local branches of national services such as NSPCC to help deliver elements of our AFJS PSHE curriculum. We are also always investigating other useful, inspiring organisations that we can work with to broaden the horizons and experiences of our children and/or further develop their knowledge and skills in this key area of the curriculum.

## **Impact of the PSHE Curriculum**

### **Assessment and Recording**

All the 1Decision units of work have assessment opportunities built in throughout that children return to later in the unit to demonstrate progress in their acquisition of knowledge in line with our intent. Initial assessment tasks are completed both at the start and end of the KS2 units, which begin in Y4 and end in Y6, as well as there being smaller assessments built in throughout the modules for children to come back to and show the further knowledge and skills they have acquired throughout their lessons. Many other regular assessment opportunities also take place within lessons, in line with our school Feedback and Assessment policy by either the class teacher or by the pupils as self or peer assessment.

This image below demonstrates this whole process:



**1. Baseline assessment**

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

**2. Assessment for Learning (Afl)**

*Build Afl into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

**3. Assessment of Learning (AoL)**

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

**Source: PSHE Association's Programme of Study 2017.**

PSHE assessment cannot be focused on future lifestyle choices or behavioural outcomes and must be focused on the specific learning of the lessons or the units of work and how children's learning and understanding has progressed. It is also important to ensure that assessments are based specifically on PSHE education and not other areas of the curriculum such as literacy skills.

### **Monitoring and Review**

Monitoring of the impact of our curriculum for PSHE is largely done through pupil voice but may also sometimes be done by looking at books and monitoring the assessment opportunities that are an inbuilt part of our curriculum package. It can also be seen through the culture and ethos in our school and the behaviour of children.

Review of provision takes place as a direct result of monitoring findings and also in line with any National guidance for PSHE/SMSC/British Values that is released such as the new Relationships and Health Education guidance published in 2019.

Date last reviewed: February 2017 by J. Andrews

Reviewed and updated: March 2021 by G. Webb

Reviewed and updated: May 2023 by G. Webb

Reviewed: February 2024 by G. Webb

Reviewed: January 2025 by G. Webb

Next review: January 2026

# APPENDIX 1 – National Curriculum Objectives

## **Relationships Education Expectations**

By the end of primary, pupils will need to know:

### **Families and people who care for the pupil**

- 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 (available to both opposite and same sex couples) and civil partnerships represent 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, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful relationships**

- The importance of respecting others, even when they're very different (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

- That people sometimes behave differently online, including by pretending to be someone they're 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

## 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, including that it's 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're 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)

## Health Education Expectations

By the end of primary, pupils will need to know:

### Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

## Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

### **Physical health and fitness**

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health

### **Healthy eating**

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

### **Drugs, alcohol and tobacco**

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

### **Basic first aid**

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

### **Changing adolescent bodies**

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

- About menstrual wellbeing including the key facts about the menstrual cycle

## APPENDIX 2 – Sex education coverage in line with Relationships and Health Education objectives and Science objectives

	<b>What is Covered</b>	<b>Relationships and Health Education (RHE) coverage</b>	<b>Science objective coverage</b>
Y3	Relationships – who is special to us? Celebrating differences	Families and people who care for the pupil Caring friendships Respectful relationships Online relationships Being safe	• n/a
	Bullying	Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing	• n/a
	Friendships	Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing	• n/a
	Body Language	Caring friendships Respectful relationships Being safe	• n/a
	Appropriate touch Naming body parts Who to talk to	Families and people who care for the pupil Caring friendships Respectful relationships Being safe Changing adolescent bodies	• n/a

	<b>What is Covered</b>	<b>Relationships and Health Education (RHE) coverage</b>	<b>Science objective coverage</b>
Y4	Changes over the different stages of life e.g. baby, toddler, child, teenager, grown up	Changing adolescent bodies	Building on Y2 objective: <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> </ul>
	What is a relationship?/ Different types of relationships/ How relationships change over time e.g. fall-outs with friends, moving home  Starting a family – every family is different  Healthy relationships	Families and people who care for the pupil Caring friendships Respectful relationships Online relationships Being safe Mental wellbeing	<ul style="list-style-type: none"> <li>• n/a</li> </ul>
	Appropriate touch  Who to talk to - Safe and unsafe secrets	Families and people who care for the pupil Caring friendships Respectful relationships Being safe	<ul style="list-style-type: none"> <li>• n/a</li> </ul>
Y5	Puberty and how the male and female bodies change	Changing adolescent bodies	<ul style="list-style-type: none"> <li>• Describe the life process of reproduction</li> <li>• Describe the changes as humans develop to old age</li> </ul>
	Personal hygiene	Health and prevention Changing adolescent bodies	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age</li> </ul>
	Coping with puberty – feelings and emotions	Mental wellbeing Changing adolescent bodies	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age</li> </ul>

	<b>What is Covered</b>	<b>Relationships and Health Education (RHE) coverage</b>	<b>Science objective coverage</b>
Y6	Puberty recap	Changing adolescent bodies	Building on Y5 objective: <ul style="list-style-type: none"> <li>Describe the life process of reproduction</li> </ul>
	Positive relationships recap	Families and people who care for the pupil Caring friendships Respectful relationships Online relationships Being safe	<ul style="list-style-type: none"> <li>n/a</li> </ul>
	Conception/ human life cycle  Reproductive systems  Stages of pregnancy	Changing adolescent bodies	Building on Y5 objective: <ul style="list-style-type: none"> <li>Describe the life process of reproduction</li> </ul> Y6 objective: <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>

## APPENDIX 3 – Protective Behaviours Long Term Plan

Year 3	<p><b>Feelings, Rights &amp; Responsibilities</b> A feeling is a feeling, not good or bad, right or wrong.</p> <p>What are rights &amp; responsibilities?</p>	<p><b>Unsafe Feelings</b> Identifying my individual ‘early warning signs’ and developing strategies for what to do when they happen.</p>	<p><b>Body Awareness &amp; Telling</b> My rules for safety &amp; my body.</p> <p>My body belongs to me.</p>	<p><b>Networks &amp; Using Them</b> Constructing my own ‘network hand’ to identify who my trusted people are.</p>
Year 4	<p><b>Feelings, Rights &amp; Responsibilities</b> Exploring children’s rights &amp; the responsibilities that come with them.</p>	<p><b>Safe and Unsafe Feelings</b> Exploring situations when it is ‘fun to feel scared’. Recognising ‘early warning signs’.</p>	<p><b>Secrets</b> What are safe &amp; unsafe secrets?</p>	<p><b>Networks &amp; Using Them</b> Constructing my own ‘network hand’ to identify who my trusted people are.</p>
Year 5	<p><b>Feelings, Rights &amp; Responsibilities</b> Exploring the ‘Rights of the Child’.</p>	<p><b>Safe and Unsafe Feelings</b> Exploring and creating safe places. Recognising situations when it is ‘fun to feel scared’. Recognising ‘early warning signs’.</p>	<p><b>Secrets and Networks</b> What are safe &amp; unsafe secrets? Constructing my own ‘network hand’ to identify who my trusted people are.</p>	<p><b>Using Networks</b> Network review – what makes a good network person? Remember to keep telling.</p>
Year 6	<p><b>Feelings, Rights &amp; Responsibilities</b> Exploring the ‘Rights of the Child’. Looking at emotions.</p>	<p><b>Safe and Unsafe Feelings</b> Is my fun fun for everyone? Recognising ‘early warning signs’.</p>	<p><b>Secrets and Networks</b> What are safe &amp; unsafe secrets? Constructing my own ‘network hand’ to identify who my trusted people are.</p>	<p><b>Using Networks</b> Network review – what makes a good network person? Remember to keep telling.</p>

## APPENDIX 4 – No Outsiders Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	This is our house by Michael Rosen	We're all wonders by RJ Palacio	Beegu by Alexis Deacon	The truth about old people by Elina Ellis	The Hueys in the new jumper by Oliver Jeffers	Oliver by Birgitta Sif
	To understand what discrimination means	To understand what a bystander is	To be welcoming	To recognise a stereotype	To recognise and help an outsider	To consider living in Britain today
Year 4	Along came a different by Tom McLaughlin	Dogs don't do ballet by Anna Kemp and Sarah Oglivie	Red: a crayon's story by Michael Hall	Aalfred and Aalbert by Morag Hood	When sadness comes to call by Eva Eland	Julian is a mermaid by Jessica Love
	To help someone accept different	To choose when to be assertive	To be proud of who I am	To find common ground	To look after my mental health	To show acceptance
Year 5	Kenny lives with Erica and Martina by Olly Pike	The Whisperer by Nick Butterworth	Mixed by Arree Chung	How to heal a broken wing by Bob Graham	The girls by Lauren Lee and Jenny Lovlie	And Tango makes three by Justin Richardson and Peter Parnell
	To consider consequences	Stand up to discrimination	To consider responses to racist behaviour	To recognise when someone needs help	To explore friendship	To exchange dialogue and express an opinion
Year 6	My Princess Boy	The only way is badger by Stella J Jones and Carmen Saldana	Leaf by Sandra Dieckmann	Introducing Teddy by Jessica Walton and Dougal MacPherson	A day in the life of Marlon Bundo by Marlon Bundo and Jill Twiss	King of the sky by Nicola Davis
	To promote diversity	To consider language and freedom of speech	To overcome fears about difference	To show acceptance	To consider democracy	To consider responses to immigration