

WISBOROUGH GREEN PRIMARY SCHOOL



PSHE and RSHE POLICY

Approved by the Headteacher on the behalf of the Governing Body: September 2023
Next review due by: September 2024

PHSE and RHSE Education Policy

Context

Children are growing up in a different way to us, needing to navigate environments and risks in both the real and the online world. At Wisborough Green School, we strongly believe in the importance of the values underpinning the RHSE (Relationship, Health and Sex Education) and PSHCE (Personal, Social, Health and Citizenship Education) curriculum. We aim to empower our children and encourage them to ask questions that will help them develop the knowledge, skills and attitudes that they will need to help keep themselves healthy and safe, as well as preparing them for life.

Our enriched PSHCE curriculum goes beyond the minimum requirements set out by the Department for Education and PSHE Association. At Wisborough Green, we have adopted elements of both the PSHE Association Curriculum and the West Sussex Education for Safeguarding Curriculum (S4E). This is a needs-based curriculum; compliant with Ofsted expectations for curriculum, culture and safeguarding in schools. Education for Safeguarding (S4E) is based around four cornerstones:



We use the Education 4 Safeguarding (E4S) curriculum building tool to ensure that we are taking a holistic approach to our provision through a needs-based curriculum. The curriculum and this policy has been developed in consultation with parents, pupils, staff and governors. The needs and feelings of all parties were considered. It will be adapted and amended as and when necessary.

Policy Aims

The purpose of this policy is to communicate the aims, content, rationale and organisation of the school's sex education policy to parents, governors and teachers. It is important that this policy has the confidence of our parents, staff and governors.

The aims of this policy are:

- To deliver health/sex education within a moral framework that reinforces the values of: respect for the individual, loving relationships and family life.

- To help individual pupils develop confidence and responsibility in their personal relationships.
- To help pupils develop a confidence in and an understanding of how their body will change.
- To help pupils develop a clear and informed understanding of the changes which take place from childhood through puberty and into adulthood.
- To help children to recognise and avoid exploitative relationships.
- To offer teachers guidance and support for dealing with individual pupils' requests for specific information relating to the content of their health/sex education lessons.
- To provide support to teachers delivering sex education in the school curriculum.
- To inform parents of the content of the sex education programme and how it will be delivered within the school.

Objectives of our Sex and Relationships Education:

- To develop pupils' interpersonal and communication skills.
- To help pupils respect themselves and others, their views, backgrounds, cultures and experiences.
- To develop self-awareness, self-respect, confidence and empathy
- To help pupils develop loving, caring relationships based on mutual respect.
- To teach children to be able to name the parts of the body and understand the process of human reproduction.
- To help pupils develop a confidence in and an understanding of how their body will change and prepare them for the emotional and physical effects of these changes.
- To help pupils develop a clear and informed understanding of the changes which take place from childhood through puberty and into adulthood.
- To teach children to recognise and avoid exploitative relationships.
- To teach pupils the correct vocabulary to describe themselves and their body.
- To prepare pupils for puberty, and give pupils an understanding of sexual development and the importance of health and hygiene.
- To increase pupils understanding of their responsibilities within personal relationships.
- To provide a framework in which sensitive discussions can take place.
- To encourage children to explore related values and attitudes such as 'moral responsibility' and consider issues related to sexuality.

Legislation

The Department for Education has made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools:

"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."

Relationships, sex and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

At Wisborough Green Primary School, we teach SRE as set out in this policy.

Policy Development

This SRE policy is supported by our school's policies for equal opportunities, child protection, behaviour, social inclusion and special educational needs and is written with reference to the following Government legislation and guidance:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- The Equality Act 2010
- Keeping Children Safe in Education (updated 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019)
- Sex and Relationships, Ofsted (2002), (updated 2006)
- Faith, values and Sex & Relationships Education, Blake and Katrak, (2002)

Subject Content

Relationships Education

Here at Wisborough green, we focus on teaching the skills essential for developing and maintaining positive and healthy relationships with friends, family, and others. Beginning in early years and continuing throughout every year group, the children are encouraged to show empathy towards others, treat others with kindness and respect and understand the importance of honesty. We explore how to maintain positive relationships with different people and discuss the importance of permission seeking and personal privacy. The children will also be empowered with an understanding of personal space, boundaries, how to show respect and understand the differences between appropriate and inappropriate or unsafe physical contact. As part of relationship education, we consider it appropriate to teach our pupils about LGBT relationships. We will ensure that this is fully integrated into the curriculum and will not be delivered as a standalone unit or lesson.

Living in the Wider World

During the Spring term, the children explore living in the wider world and their own sense of belonging and roles within various communities. We also work on teaching the children media literacy and digital resilience in order to equip them with the skills and knowledge required to cope in the increasingly technological world that we live in. Some of which will be covered within the ICT and computing curriculum. Children are also taught to understand the link between work and money, how to look after money and make sensible decisions with it.

Physical Health and Mental Wellbeing

In the Summer term, there will be an increased focus on health and wellbeing. Both equally important and vital for happy and secure children that are ready to learn. The children will be taught about changes and growth that occur throughout life during their time at school. They will also discuss the importance of healthy habits and hygiene for keeping healthy. They children will also learn how to keep safe by assessing risks and hazards in a variety of contexts including online platforms, in school, home and unfamiliar places. They will also learn about safety around substances and how to manage in an emergency situation.

How RHSE is taught and who is responsible for teaching it.

At Wisborough Green School, we strongly believe in the importance of our school values underpinning our PSHCE (Personal, Social, Health and Citizenship Education) and RHSE (Relationship, Health and Sex Education) curriculum. We aim to empower our children and encourage them to ask questions that will help them develop the knowledge, skills and attitudes that they will need to help keep themselves healthy and safe, as well as preparing them for life and work.

PSHE and RHSE gives children the knowledge to help them understand how they are developing both socially and personally and investigate wider moral, social and cultural issues. Our curriculum allows children to learn about what it takes for children to become a good citizen and lead their own rights and responsibilities. At Wisborough Green Primary School, we aim to equip pupils with effective decision-making skills and the ability to calculate risk effectively. Discussion is used as an effective tool to teach PSHE, allowing children time to articulate their thoughts and feelings in an environment that they feel safe to do so. As within all subject areas, staff will adopt appropriate teaching methods to teach focus areas and planning will take into account the range of needs of all our pupils including those with social, emotional and mental health needs, special educational needs or religious backgrounds. Teaching methods may include:

circle time, role play, group work, discussions, looking at videos and books, time to talk boxes and our worry monsters.

Every two years, we will audit our PSHCE and RHSE curriculum to make sure that our curriculum adapts to the evolving needs of our students. A consultation process will take place with the children, parents and teachers to gain further insight into the children's developing needs.

The children will cover all areas in each key stage at an appropriate age-level. Please take a look at the learning objectives which will be covered in each key stage. You will find this in the progression grids below.

These objectives will be taught through weekly PSHCE lessons and some aspects of this curriculum will also be taught in computing or science lessons when appropriate. Teachers will also choose whether they wish to take a cross curricular approach and integrate the teaching within other subject areas. Whole school and key stage assemblies will also further reinforce the values taught in our PSHCE lessons and will link closely to our key themes.

As well as following the PSHCE and RHSE curriculum, we also encourage our pupils to engage with mindfulness practice and techniques both formally and informally. Mindfulness is the ability to become present in the moment.

Relationships, Health and Sex Education (RHSE) is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects (e.g. values, morals and choices) are included in Religious Education (RE). We feel it is important to teach the RHSE curriculum within a trusting, safe environment, where children have the confidence to ask questions and share opinions. Pupils will be taught in their class groups as it is important that children learn about all changes – not just their own.

Skills and knowledge taught

Relationships, sex and health education will be taught at an age-appropriate level. Please take a look at the progression grids in the Appendix to see what the children should learn by the end of each key stage.

Monitoring and Assessment

The delivery of SRE is monitored by the PSHCE coordinators, Mrs Casimiro and Miss Summerfield, through planning scrutinies, surveys, learning walks, pupil interviews etc. Pupil's development in SRE is also monitored by class teachers as part of our own assessment systems.

Teachers at Wisborough Green Primary school will have the same high expectations of the quality of pupils' work in Relationships, Sex and Health education as for other curriculum areas therefore assessment for learning, and of learning will be central to any education provision.

- Pupils will have opportunities to reflect on their learning and its implications for their lives.
- Teachers will know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment will allow the leadership team, parents, governors and school inspectors to see the impact on pupils and whole school of the RHSE curriculum.

Rights of Parents to Withdraw

Parents have the right to withdraw their children from the non-statutory components of RHSE (Relationships, Health and Sex Education). Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RHSE.

Safeguarding

The school follows the guidelines in the West Sussex Child Protection Procedures manual (this is available on request).

Confidentiality

A child's confidentiality will be maintained by the teacher or member of staff concerned. If a member of staff believes that a child is at risk, she/he will consult the Designated Safeguarding Lead (PK or CW) throughout this process.

Answering difficult questions

Sometimes an individual child will ask an explicit question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. Teachers must use their skill and discretion in these situations and refer to the Head teacher if necessary.

Use of visitors

On occasion, resource people may be involved in supporting the school-based sex education programme. These may include parents, school nurse, religious or health professionals. Parents will be informed of their involvement prior to the visit.

Complaints

Any matters of concern about the implementation of the Relationships, Sex and Health Education Policy should be referred in the first instance to the Head teacher who may, if appropriate, inform the Chairman of Governors.

Involvement of parents / carers, pupils and staff

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group, including representation from SLT, governors and RHSE lead, pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation - all school governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and ask any questions
5. Pupil consultation – we investigated what exactly pupils want from their RHSE curriculum (PUPIL SURVEY)
6. Approval – once amendments were made, the policy was once again shared with governors and approved.

Roles and responsibilities

The governing board

- The governing board will review and approve the RHSE policy.
- The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

- The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE.

PSHE/RHSE leads are responsible for:

- Ensuring that RHSE is taught consistently
- Ensuring that the curriculum content is age appropriate
- Reviewing whether the taught curriculum meets the needs of our students.

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE Staff do not have the right to opt out of teaching RHSE.
- Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.
- All staff will be responsible for teaching their class the agreed curriculum for RHSE.
- Staff do not have the right to opt out of teaching RHSE.

Pupils

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

PSHCE Curriculum: End of Key Stage 1 Expectations

Pupils should be taught to:	<p>Digital Media Literacy</p> <p>To agree and use sensible rules to keep me safe when I use technology.</p> <p>To explain why it's important to be kind and polite online and in real life.</p> <p>To know that not all information online is true.</p> <p>To talk to an adult before using a device about how I will keep myself safe.</p> <p>To tell a trusted adult when something worrying or unexpected happens when I am using a device.</p> <p>To explain why I need to keep my passwords and personal information private.</p> <p>To know that not everyone is who they say they are online.</p> <p>To identify some possible risks to devices.</p> <p>To identify similarities and differences between people I know and people I see in the media/online.</p> <p>To tell you how I feel when someone says something nice or not nice to me.</p> <p>To explain things that I enjoy about age-appropriate apps, games and websites I am guided to use.</p> <p>To take a break when I have been using a device for too long.</p> <p>To do a range of other activities when I am not using devices.</p>
	<p>Relationships and Sex Education</p>

Pupils should be taught to:

Being safe:

- To recognise and name feelings associated with worry.
- To know some of the things that can cause different worries.
- know where to get help and the people who can help them.
- To start thinking about who they trust and who they can ask for help.
- To identify where they can go for help) and how to ask for help in different contexts.
- To explain why it is very important to tell someone if they are worried about something.
- To develop strategies to be able to manage worries.
- To know that what's in your pants is private.
- To understand the private parts of our body.
- To know when to keep a secret and when to tell.
- To be able to name body parts and know which parts should be private.
- To identify when people might want (or need) to keep something private.
- To know that they have rights over their bodies.
- To recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to).
- To know the difference between appropriate and inappropriate touch.
- To identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes).
- To understand that they have the right to say "no" to unwanted touch.
- To be able to recognise safe and unsafe situations.
- To be able to recognise the physical signs of feeling unsafe.
- To know some basic rules for keeping themselves safe.
- Say 'no' when subject to pressure when something feels wrong.

Online relationships and media:

- Be able to explain what is meant by 'private', 'privacy' and 'keeping something private'
- To identify why and when some things need to be kept private and why (passwords etc).
- To recognise why we need to respect others privacy
- To recognise the feelings of being unsure or hurt about something that has been shared when it was private.
- To know who to ask for help.
- To describe places they need to be safe and what they would do in each of them to be safe.
- To recognise the need to be safe in unfamiliar places.
- To describe ways to keep safe when online.
- To identify and use ways of keeping safe when an adult is not overseeing what they do.
- To know how to ask for help and whom to ask.

Feelings and attitudes:

- To be able to name feelings they have, both good and not so good.

To identify how their body identifies these feelings.
To recognise facial expressions and body language that shows these feelings.
To identify ways to feel better when not feeling so great.
To explain what makes them feel happy, sad, good and not good
To be able to identify facial expressions and body language associated with key feelings
To be able to identify ways of helping self and others to respond proactively to negative feelings.
To be able to identify when people go through change.
To be able to use words to identify these feelings.
To explain how it feels to care for treasured things.
To be able to describe how it feels when we lose something special.
To describe ways of helping others who may be feeling worried or nervous about change or a loss.

Identity:

To recall the physical differences between boys and girls.
To be able to recognise and challenge stereotypes.
To understand how gender can be stereotyped.
To understand that boys and girls can do some tasks and enjoy the same things. but that stories and television sometimes says that boys do this and girls do that.
To appreciate the worth of being different.
To be able to identify what they do and don't like doing.
To consider the difference between boys and girls and what a stereotype is.
To know that there are similarities and difference between people, gender, appearance, abilities, families, cultural background etc.
To know that people have things in common but that every individual is unique.
To be proud of who they are and accept that everyone is an individual.
To respect other's needs, feelings and opinion.
To identify similarities between themselves and others.
To describe basic differences and similarities between class members.
To recognise that everyone is equal.

Family, friends and relationships:

To know the people who are important to them.
To be able to identify special people in their lives.
To describe what makes them special.
To describe ways people care for each other.
To suggest some ways they can help special people to care for them.
To be able to tell when they feel cared for.
To begin to feel part of a class group and enjoy it.
To appreciate the worth of being different.
To understand how to be a friends and that friendships change.
To consider the value of being a friend and having friends.
To respect others' needs, feelings and opinions.
To think about why bullying is unacceptable.

	<p>To know what bullying is and what to do if they experience or see it they have no choice.</p> <p>To understand why family members have different needs.</p> <p>To understand that there are different ways of expressing love.</p> <p>To consider why families are all different</p> <p>To know that different types of family can have common features and functions.</p> <p>To know the people who look after them and their different roles and responsibilities.</p> <p>To understand why families are special for caring and sharing.</p> <p>To value the way their family is special.</p> <p>To know and understand why families are special for caring and sharing.</p> <p>To consider that all families are different.</p> <p>To be able to tell when they feel cared for.</p> <p>To be able to tell when they love or care for someone.</p> <p>To understand that if someone leaves they might still love them.</p> <p>To understand that people have to make hard choices and sometimes.</p> <p>To know that relationships are a two way thing.</p> <p>To recognise worth in others and say why someone is special to them.</p>
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	Physical Health and Wellbeing
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Pupils should be taught to:	<p>Drugs, alcohol and tobacco:</p> <p>To identify what goes on to and into people’s bodies and how this can make people feel.</p> <p>To recognise that household products (including medicines) can be harmful if not used correctly.</p> <p>To describe ways of keeping safe around household products (including medicines).</p> <p>To identify people we can trust to tell us to put things onto and into our bodies</p> <p>be able to identify hazards to ensure health and safety at home.</p> <p>To know the rules for keeping safe in school.</p> <p>To understand why safety rules are necessary.</p> <p>To be able to recognise ‘safe’ feelings in themselves.</p> <p>To recognise who can help them to keep safe.</p> <p>To know school safety rules for using things safely.</p> <p>To recognise that actions have consequences for themselves and others</p> <p>Know what medicines are.</p> <p>To understand how medicines help some people to maintain health.</p> <p>To be able to recognise different types of medicine.</p> <p>To consider the impact of taking medicines to maintain health on people’s lives.</p> <p>To know the safety rules for using medicine.</p> <p>To know where people get medicines from.</p> <p>To recognise ‘safe’ people to take medicines from.</p> <p>To know the possible consequences of incorrectly using medicine.</p> <p>To recognise risks and use appropriate strategies to keep themselves safe.</p> <p>To know what is meant by the word ‘drug’.</p>
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To know that drugs change the way the body and mind works.
To be able to recognise benefits of medicines.
To understand that some people rely on drugs to maintain a 'normal' life.
To understand that drugs can be used in a positive way to improve health.
To understand that medicines are drugs but not all drugs are medicines.
To consider the health benefits of medicines.
To know that some people's choices are limited by illness.
To know that people take medicines for different reasons.
To understand some of the reasons why people use medicines.
To consider the impact of having to take medicines on someone's life.
To consider that medicines alter the way you feel.
To understand that medicines are not always needed.
To be able to ask questions about their choices and those of others.
To be able to make an informed choice.
To understand that there are alternative choices to taking medicines.
To consider why other people have an influence on our choices.

Keeping safe and risks:

To recognise choices have consequences, and that these may be good or not so good.
To understand what it means to 'be safe on the outside' and 'feel safe on the inside'.
To identify the adults in school, at home and in the wider environment who help keep them safe.
To identify ways to express feeling safe or unsafe.
To identify ways to help themselves when feeling worried, safe or unsafe.
To identify where they can go for help and how to ask for help in different contexts.
To identify what might happen next if someone asks for help.
To identify ways to keep themselves safe in different situations.
To describe the things they do in school or at home to keep themselves and others safe.
To describe what fair and unfair / right and wrong means.
To identify rules for keeping safe in a range of familiar situations, such as crossing the road.
To explain how class/group rules help them to learn and make the classroom a safe place.
To understand how to make class rules.
To describe the consequences and what can happen when rules are not followed.

Keeping safe and emergencies:

To identify a range of jobs in the community for people who help keep us safe and what it is that they do.
To know a range of people who can help keep them safe in a wider range of situations.

To identify a range of behaviours and actions that keep ourselves and others safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire).

To identify ways of keeping safe online.

To identify how some situations are usage and demonstrate a range of ways they can mitigate these.

To be able to identify whom they can ask for help from and identify how this might keep them safe.

To identify ways to respond to needing to ask for help.

To know how to access emergency services.

To demonstrate an understating of what happens when you access emergency services and how to manage this.

To know ways of proactively and responsibly seeking help in different situation.

To be able to demonstrate basic ways of using first aid for common injuries.

Hygiene and protecting your health:

To understand what is meant by the terms well and unwell.

To know some of the things that affect the way I feel.

To know that there are different ways to deal with feeling unwell.

To understand that other people feel differently to how I feel.

To be able to recognise when I feel well or unwell.

To be able to make decisions about what to do when I feel unwell.

To be able to decide what to do when others feel unwell.

To consider who decides you are unwell.

To identify how infections (such as coughs and colds) can be spread.

To demonstrate simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough).

To know about basic personal hygiene routines and why these are important.

To describe daily personal hygiene routines.

To understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained.

To recognise how some diseases can be spread and that these can be controlled by personal hygiene practices.

To explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene.

Eating well and being active:

To know about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).

To describe what being healthy means.

To recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth.

To identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth.

	<p>To describe different ways in which they can help keep themselves healthy.</p> <p>To consider the impact of not making healthy choices.</p> <p>To recognise that they have choices about what they eat and drink.</p> <p>To recognise food which need to be eaten to keep them healthy and which ones need to be eaten in moderation.</p> <p>To recognise how food choices affect our bodies and mind.</p>
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PSHCE Curriculum: End of Lower Key Stage 2 Expectations

	Digital Media Literacy
Pupils should be taught to:	<p>To contribute towards shared rules and use them to make good choices when I use technology.</p> <p>To comment positively and respectfully when I use different technologies.</p> <p>To explain how to check who owns photos, text and clipart.</p> <p>To identify key words to use when searching safely online and think about reliability of information I find.</p> <p>To use a range of strategies to protect myself and my friends from harm online, including reporting concerns to a trusted adult.</p> <p>To know anything I share online will stay there to be seen and used by others.</p> <p>To make safe choices when using technology to communicate responsibly with others.</p> <p>To explain why I need to ask a trusted adult before downloading files and games from the internet.</p> <p>To explain how digitally altered images in the media make me feel.</p> <p>To use appropriate strategies to deal with comments online.</p> <p>To choose app, games and websites that are appropriate for my age and explain my reasons to my friends.</p> <p>To tell my friends about the sensible choices I make about when and why I use a device.</p> <p>To ignore or close adverts that appear on my device and explain my reasons.</p>
	Relationships and Sex Education
Pupils should be taught to:	<p>Being safe:</p> <p>To understand 'fight or flight' and the effect this can have on our bodies.</p> <p>To recognise the physical signs our bodies give us when we are feel unsafe or scared.</p> <p>To understand 'gut instinct'.</p> <p>To know when to keep a secret and when to tell.</p> <p>To explain what it means to keep something secret or confidential.</p> <p>To give reasons for when we should/shouldn't agree to keep secrets.</p> <p>To describe how secrets make us feel.</p> <p>To explain why secrets that make us feel uncomfortable may not be kept.</p>

To develop strategies to break confidence or not keep secrets that feel uncomfortable.
To understand when it is appropriate to take a risk and when to say no and seek help.
To know that they have rights over their bodies.
To be able to identify adults they can trust and ask for help.
To identify people they can go to if they are feeling uncomfortable or hurt.
To understand that loving someone doesn't mean you always have to say yes.
To understand what it means to be assertive.
To respect their own and others bodies.
To have confidence in own self worth.
To be able to begin to recognise what makes them feel happy and positive about life,
To understand implications of sharing sexual images/videos.
To explain that everyone has a right to have their 'body space' respected and that they should respect others body space.
To explain why it is wrong to make anyone feel uncomfortable or confused by being too close.

Online relationships and media:

To be able to identify what things people want to share with others.
To recognise when people might want to keep things private.
To identify what things people might want to keep things private.
To understand why it is important to respect someone's privacy.
Recognise and identify how we can keep privacy in real and virtual situations.
To understand how we can feel unsure or hurt about something that has been shared when it was private.
To know who to ask for help.

Feelings and attitudes:

To recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry).
To identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better.
To recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this.
To give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else.

Identity:

To know that stereotypes can be racist, sexist etc...
To understand how gender is stereotyped.
To consider personal attitudes to gender roles and stereotyping.
To understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that.

To be able to understand how the media impact on forming attitudes

To know that the media stereotypes gender.

To know it is ok not to be the same as the people you see online or in the media.

To recognise how media portrayal of adolescence and modern lifestyle is overly glamorised/distorted.

To understand how media messages affect attitudes and can cause inequality of opportunity.

To identify a wide range of factors that contribute to someone's identity.

To know the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity.

To explain why we should be careful when we hear people say 'us' 'them' 'those types of people' or label groups of people usually using a term that is demeaning or abusive.

To explain that everyone is equal no matter their identity.

To explain or demonstrate ways we can value others who are similar or different from us.

To be able to recognise and challenge gender stereotypes.

Family, friends and relationships:

To describe how people can make friends with others.

To identify what makes a friendship good and how they know.

To identify peaceful ways to solve problems that might arise in friendships.

To develop range of strategies that can be used when relationships change in a way we don't expect.

To understand that relationships are two way and that feelings in individuals change.

To consider why relationships change even when we might not want them to.

To understand that if someone leaves they might still love them.

To consider positive characteristics of friendship.

To appreciate different ways of loving and the importance of love in relationships.

To be able to tell when they love or care for someone.

To recognise and name feelings associated with different relationships.

To understand that different relationships have different functions and responsibilities.

To consider how expectations are different in different relationships.

To recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together).

To identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values).

To recognise that two people who love each other can also be in a committed relationship, and not be married.

	<p>To recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family).</p> <p>To recognise that no one should feel 'forced' to marry and that this / forced marriage is illegal</p> <p>To identify the difference between arranged marriage and forced marriage.</p> <p>To explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community.</p> <p>To know about what constitutes a positive, healthy relationship and about the skills to maintain positive relationships.</p> <p>To describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy.</p> <p>To recognise the importance of maintaining friendships outside relationships (personal resilience).</p> <p>To feel empowered to end relationships when they become unhealthy.</p> <p>To understand relationships can fail through no one's fault.</p> <p>To learn the importance of respecting the other person's wishes.</p> <p>To know that people will recover from a relationship breakdown.</p> <p>To understand importance of talking about your feelings and not being embarrassed to seek help.</p> <p>To be able to recognise their changing emotions towards their families.</p> <p>To be able to see things from other people's viewpoints for example their parents'/carers'.</p> <p>To know how to deal with friendship problems.</p> <p>To understand that changes take place in human life-bereavement and making new relationships.</p>
	<p>Physical Health and Wellbeing</p>
<p>Pupils should be taught to:</p>	<p>Keeping safe and risks:</p> <p>To give reasons and practical examples for why different rules are needed in different situations.</p> <p>To give reasons for why rules and laws are made and why they are important.</p> <p>To identify what might happen if rules and laws are broken.</p> <p>To give examples of what is meant by risk, danger and hazard.</p> <p>To identify potential risk in different familiar situations.</p> <p>To describe or demonstrate how to manage risk safely (e.g. crossing the road).</p> <p>To identify where they can get help if they feel a situation is risky or dangerous.</p> <p>To recognise that risk can depend on who is there, where it is and what it is.</p> <p>To suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice.</p> <p>To explain how people can be prepared for danger and how to keep safe in different places.</p> <p>To demonstrate strategies to be able to deal with challenging situations.</p>

To know how to get help when managing tricky situations.
To explain what a 'dare' is and consider how they may make us feel.
To consider why people give different types of dare and the possible impact of this
To identify persuasive language that might be used if someone is daring someone else to do something.
To demonstrate strategies to manage dares.
To identify who they can go to /talk to if they are worried.
To explain why putting others under pressure, comes with shared responsibilities if things go wrong.
To identify who they can talk to if feeling under pressure.
To identify how peers' behaviour and other sources can influence their own behaviour.
To demonstrate strategies to use when feeling under pressure to do something, that makes them feel uncomfortable or that they believe to be wrong.
To give examples of how the media influences opinions and attitudes
To recognise how the need for peer approval can put pressure on us to do what others say or do and how this can make us feel.

Keeping safe and emergencies:

To identify and show an understanding of the school rules about health and safety.
To consider the impact in self and others if these are not followed.
To give examples of how they are helped to stay healthy and stay safe in a variety of places and situations.
To identify the rules people play in school, home and communities to help to keep themselves (or others) safe.
To show an understanding of personal responsibility for keeping safe and how this changes and develops with age.
To recognise they are not yet solely responsible for this and that adults they know well and trust are responsible.
To identify and demonstrate a range of ways of asking for help in a range of situations in both the real and virtual world.
To identify and show an ability to access appropriate people to tell or talk with about their concerns.
To know the meanings of danger, hazard and emergency and apply this to a range of situations.
To demonstrate an understanding of and ability to take responsible steps to get help when needed.
To demonstrate how to responsibly and effectively engage with using 999 as a source of help.
To explore what is meant by an emergency and consider how people may react in one.
To identify how behaviours may be affected by emergencies and demonstrate an ability to react appropriately and effectively in such times. (including phrases, procedures etc).
To identify the responsibilities of people involved in emergency situations.
To demonstrate skills to react appropriately to using key procedures in an emergency ie using the recovery position, basic first aid etc.
To know ways of proactively and responsibly seeking help in different situations (gaining attentions, calling for help etc).

	<p>To demonstrate an understanding of and ability to engage in what happens when you access emergency services and how to manage this (including identifying key abilities needed).</p> <p>Hygiene and protecting your health:</p> <p>To describe the impact of screen and phone use late at night.</p> <p>To describe the link between mental wellbeing and physical health.</p> <p>To name reliable sources of help and support, including local health services.</p> <p>To explain how to assess the worth and reliability of health information and advice.</p> <p>To explain that some lifestyle choices carry risk.</p> <p>To explain the importance of sleep for wellbeing and brain function, particularly during adolescence.</p> <p>To explore a range of strategies for ensuring appropriate sleep patterns and practices.</p> <p>Eating well and being active:</p> <p>To recognise what is meant by a 'balanced lifestyle'.</p> <p>To describe what it means to make an informed choice.</p> <p>To describe choices that have positive consequences on health and those which may have more negative effect.</p> <p>To recognise what makes a balanced diet.</p> <p>To identify what food should be eaten regularly to maintain good health.</p> <p>To recognise when they have opportunities to make choices about food and drink.</p> <p>To explain what they need to consider when making these choices, including sugar reduction.</p> <p>To describe who or what influences people's choices about food choices (e.g. peers, parents/carers, adverts).</p> <p>To describe how people can make informed decisions about what to eat or drink and when.</p>
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PSHCE Curriculum: End of Upper Key Stage 2 Expectations

<p>Pupils should be taught to:</p>	<p>Digital Media Literacy</p> <p>To contribute to shared rules and use them to support myself and others when we use technology.</p> <p>To always communicate kindly and respectfully, working with others to help all enjoy the use of technology.</p> <p>To acknowledge the sources of information that I find online.</p> <p>To talk about the way search results are selected and ranked and check the reliability of websites I visit.</p> <p>I support my friends to protect themselves and make good choices online, including reporting concerns to a trusted adult.</p> <p>To consider terms and conditions and adjust privacy settings to maintain control of my personal information.</p> <p>To check information about me online and know that some of it can be uploaded by others.</p>
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	<p>To explain how to communicate safely and responsibly with people I know online.</p> <p>To protect my computer or device from harm on the internet.</p> <p>To explain how images in the media affect how we feel about ourselves.</p> <p>To explain how online friendships affect our feelings.</p> <p>To select age appropriate apps, games and websites and explain the potential risks of making different choices.</p> <p>To support friends in evaluating their use of games and devices and make good choices for myself.</p> <p>To explain how my data is used to target adverts towards me.</p>
	<p>Relationships and Sex Education</p>
<p>Pupils should be taught to:</p>	<p>Being safe:</p> <p>To explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused.</p> <p>To recognise risk and make decisions about personal safety.</p> <p>To understand that they have some control over the choice they make about looking after their bodies.</p> <p>To be able to explain that everyone has a right to look after and protect their own body.</p> <p>To identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting').</p> <p>To recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal).</p> <p>To identify the risks that FGM can have on a person's present and future health.</p> <p>To explain the importance of speaking out about FGM.</p> <p>To know the difference between appropriate and inappropriate touch.</p> <p>To understand that they have the right to say "no" to unwanted touch.</p> <p>To understand there is a difference between accidental and purposeful hurting.</p> <p>To explain how people can tell whether touch is acceptable or unacceptable.</p> <p>To explain in simple terms the concept of consent in relation to physical contact.</p> <p>To describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable.</p> <p>To identify sources of help/advice in school, outside school, locally, nationally by phone and online.</p> <p>To recognise that physical contact that is aggressive or hurtful is not acceptable.</p> <p>Online relationships and media:</p> <p>To be able to identify what a dare is.</p> <p>To describe feelings associated with a dare or being pressure to share something not wanted.</p> <p>To identify when dares are ok and not.</p> <p>To identify language that is used persuasively.</p> <p>To develop strategies to say no when feeling unsure about doing or sharing something.</p>

To know places and people they can go to when worried or for help.

Feelings and attitudes:

To identify how their feelings have changed up till now and how they will change moving forwards.

To be able to ask for help when feelings are new and overwhelming.

To develop strategies to identify feelings and how they impact on behaviours.

To recognise own and others feelings.

To show care for others as well as themselves.

To be willing to care for others.

To show empathy towards others.

To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others.

To understand the importance of taking responsibility for themselves and others.

To consider why honesty, loyalty and respect are important in relationships.

Identity:

To know the stages of a human life cycle including birth.

To understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults.

To be able to identify parts of the reproductive system in males and females and describe their functions.

To have considered appropriate terminology for use in different contexts.

To identify some of the ways that humans change, physically and emotionally.

To understand changes that happen both physically and emotionally as they grow older.

To understand that some changes will happen without choice.

To identify that the changes in puberty are ongoing and usually happen between the ages of 8-17 years.

To explain what happens during periods (menstruation) and ejaculation and how to manage both.

To explain why it is important and how to keep themselves clean during puberty.

To identify where to get help and support about the changes that happen at puberty.

Family, friends and relationships:

To be able to identify parts of the reproductive system in males and females and describe their functions

To have considered appropriate terminology for use in different contexts.

To know and understand about the process of reproduction and birth as part of the human life cycle.

To know the stages of a human life cycle including birth.

To understand that all babies, human and animals have mothers and fathers.

To identify the links between love, committed relationships/marriage and conception.

	<p>To correctly name male and female body parts associated with conception.</p> <p>To identify how the sex parts relate to how a baby is made.</p> <p>To identify what sexual intercourse (human reproduction) is and explain that this may be one part of an intimate relationship between consenting adults.</p> <p>To be able to explain in simple terms what is meant by 'consenting'/'consent'.</p> <p>To be able to explain what pregnancy means, how long it lasts and where it occurs</p> <p>to develop understanding of different types of relationship including marriage.</p> <p>To consider their developing responsibilities in relationships.</p> <p>To identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc).</p> <p>To know and understand about the many relationships in which they are all involved.</p>
	<p>Physical Health and Wellbeing</p>
<p>Pupils should be taught to:</p>	<p>Drugs, alcohol and tobacco:</p> <p>To know that medicines are drugs but not all drugs are medicines.</p> <p>To know that some people take drugs for non-medicinal purposes.</p> <p>To be able to recognise which drugs are medicinal.</p> <p>To consider the impact of medicines on the lives of some people.</p> <p>To know that some substances/drugs are illegal.</p> <p>To understand why some people choose to take drugs.</p> <p>To consider some of the benefits and associated risks of taking illegal drugs.</p> <p>To know that some everyday substances contain drugs.</p> <p>To know that drugs alter the way you feel.</p> <p>To know that some everyday drinks contain caffeine that can alter the way your body works.</p> <p>To understand how to identify hazards to health.</p> <p>To be able to make judgements about what they put into their body.</p> <p>To ask questions about their choices and those of others.</p> <p>To recognise what they like and dislike.</p> <p>To know what's important to them in making choices.</p> <p>To know which substance are potentially harmful.</p> <p>To recognise that actions, have consequences for themselves and others.</p> <p>To know the risks associated with smoking.</p> <p>To know that everyone has a choice whether or not to smoke.</p> <p>To know the effects of tobacco and smoking and how these relate to their personal health.</p> <p>To know that there are myths and misconceptions about smoking.</p> <p>To know where smokers can get help to stop smoking.</p> <p>To understand why smokers may need help to stop.</p> <p>To know where smoking is allowed and not allowed in the community.</p> <p>To know what is meant by passive smoking.</p> <p>To know how people smoking can affect others.</p> <p>To consider people feel about smoking in public places.</p>

To know that there are rules and laws about smoking.
To know there are different attitudes towards smoking.
To consider their own attitudes towards issues about smoking.
To know that everyone makes choices throughout each day.
To understand What factors that may influence these choices.
To consider how individuals reach a decision.
To understand that unwanted influence and pressure may come from friends.
To know that actions have consequences for themselves and others.
To consider other people's feelings and right to make an informed choice.
To consider that pressure to take harmful or illegal substances may come from people they know such as friends, relatives and neighbours.
To be able use some strategies to resist unwanted pressure.
To be able to assess the potential risks.
To be able to use strategies to maintain personal safety.

Hygiene and protecting your health:

To describe the impact of screen and phone use late at night.
To describe the link between mental wellbeing and physical health.
To name reliable sources of help and support, including local health services.
To explain how to assess the worth and reliability of health information and advice.
To explain that some lifestyle choices carry risk.
To explain the importance of sleep for wellbeing and brain function, particularly during adolescence.
To explore a range of strategies for ensuring appropriate sleep patterns and practices.

Eating well and being active:

To identify what a habit is.
To identify habits that help us and habits that do not and some examples of healthy habits.
To recognise unhelpful habits can be changed or stopped.
To identify that a habit might be something someone does occasionally, often or all the time.
To explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy.
To explain how a habit is sometimes the reason why people make unhealthier choices.
To give reasons why habits can be hard to change.
To recognise that there is help for people who want to change or stop habits (e.g. stop smoking support).
To describe the potential short and long term consequences that people's choices can have on maintaining good health.
To identify what can influence people's choices about their health.
To identify what is meant by health: physical, mental and emotional health.

	<p>To explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional.</p> <p>To describe the influence of media advertising / celebrity culture on health and lifestyle choices.</p> <p>To explain how people might approach making an informed decision in relation to health and wellbeing.</p> <p>To understand the way food labelling and advertising works.</p> <p>To consider the impact of influences from peers about the choices we make in food.</p> <p>To understand how role models and media images impact on the choices we make.</p> <p>To know how to manage and challenge these.</p> <p>To be able to make informed choice.</p>
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