



# Holmer Green Junior School

Inspire Enable Achieve



## **HOLMER GREEN JUNIOR SCHOOL RELATIONSHIPS EDUCATION, HEALTH EDUCATION AND SEX EDUCATION POLICY**

**FEBRUARY 2023**

Written	Adopted by Governors	Review date	Responsibility
EDITED 2023 From PREVIOUS AGREED POLICY 2022	MARCH 2023	MARCH 2025	COG/HEAD

This policy was written based on the Health and Relationship education guidance that has become statutory from April 2021. As a school, we believe that this is an important element of our school curriculum. Our PSHCE lessons are timetabled to take place once a week and are delivered by the class teachers. These lessons link with our whole school values and ethos and are fundamental in providing a rounded curriculum to our pupils. Our PSHCE curriculum has been updated to ensure that it covers all elements of this new statutory guidance (see appendix 1 for the long term plan.)

### **1. What is Relationships Education?**

Relationships education has been developed under five key headings:

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

Our curriculum has been designed around these headings alongside the DfE's Health Education and Relationship education document. The national guidance for this curriculum can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf) . We believe that our Relationships Education is essential to ensure that children are able to form and maintain safe and secure relationships both now and as they grow older. We ensure that there is focus both on their physical world as well as their online world so that pupils know how to keep themselves safe and secure. This coincides with our school safeguarding policies.

### **2. What is Health Education?**

Health Education will also become statutory in April 2021. This curriculum is formed under eight headings:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from year 3. A list of key vocabulary with the year group where that vocabulary will be introduced can be found in appendix 2. Introducing the scientific names of genitalia is recommended by the NSPCC and the PSHE Association as it supports the safeguarding of all pupils.

### **3. What is Sex Education?**

Sex Education is not statutory at Primary level. We choose to teach elements of Sex Education from year 4 but reproduction is not covered until year 6. This ensures that our pupils are getting factual answers to their questions about sexual intercourse rather than gaining information from a non-reliable source. All of

our teaching is completed in an age-appropriate manner and within a safe and secure environment. Parents are invited to discussions and presentations in order to see the resources.

#### **4. Why do we teach Relationships Education?**

As mentioned above, Relationships Education has now become a statutory part of the curriculum but there are many other reasons why we choose to teach Relationships Education as part of our PSHCE lessons.

We believe that it should:

- Enable pupils to keep themselves safe;
- Allow them to form and maintain strong relationships;
- Understand that some relationships are not safe or healthy and equip them with the knowledge of how to protect themselves or get help if this situation ever arises;
- Understand the pressure that the online community can present;
- Develop an awareness of different approaches to sexual orientation, without promotion of any particular family structure but with an emphasis on the importance of love, respect and caring for each other;
- Allow children the ability to take responsibility for, and accept the consequences of their own actions;
- Recognise inappropriate behaviour and bullying
- Teach children how to report concerns or abuse and the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Support them to develop positive behaviour traits in line with our school values

Why do we teach Health education?

As well as being a statutory part of the new curriculum, we feel that it is vital that children learn how to keep themselves healthy both physically and mentally.

We believe that it should:

- Teach children the characteristics of good physical health
- Help pupils to identify the positive two-way relationship between good physical health and mental health
- Teach pupils how to give basic first aid
- Allow pupils to reflect on their own online habits and support them in making positive choices online
- Identify the harms of using/taking drugs, alcohol and tobacco
- Help children to understand that their body changes as they grow older and help children to identify how their emotions may change
- Provide information about menstrual wellbeing

#### **5. Content & Teaching**

Our school PSHCE lead, has developed a curriculum in line with the new statutory guidance which all teachers will be teaching from. Even though PSHCE is delivered as an independent, timetabled lesson once a week, elements of these sessions will be delivered through other subjects such as RE, Science, PE and Food Technology. Health professionals may also be involved with the teaching of certain elements however; they will be building on the knowledge taught by the class teacher rather than doing all of the teaching of specific units. Even if a health practitioner is called upon, a class teacher will remain in the classroom.

Before starting any PSHCE unit, ground rules are discussed and agreed with by the children. These ground rules will help the class teacher create a safe environment which will minimise embarrassment and will discourage inappropriate personal disclosures. This becomes even more important during units such as 'Changing adolescent bodies.' During this unit, teachers in years 4 to 6 will deliver the same curriculum to the males and females but in different rooms to allow children to feel comfortable asking questions.

Teachers will foster a relaxed, comfortable and secure environment to develop good relationships and to facilitate open communications with pupils. When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the beginning of the lesson. If a teacher feels that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, then the question may be dealt with individually at another time or by parents.

## **6. Vocabulary used**

As a school, we believe that it is important that parents are clear on the vocabulary used within school so that they can support their child with their learning at home. Alongside our long term plan below, we have included a guide to the key vocabulary that will be used within each half term (see appendix 2).

## **7. Confidentiality & Child Protection**

Teachers conduct all PSHCE lessons in a sensitive manner and will reassure pupils that their interests will be maintained. Pupils are encouraged and allowed to talk but are not able to ask leading questions in order to gain information. Teachers cannot guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. If a child makes a reference to being involved, or likely to be involved in sexual activity or being part of any abusive situation, then the teacher will take the matter seriously and deal with it as a matter of child protection. (Please see separate Child Protection Policy).

## **8. Female genital mutilation (FGM)**

As of 31st October 2015, Schools have a mandatory duty to report known cases of FGM to the police. FGM is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. It comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. The duty to report is a personal duty which requires the professional who becomes aware of the case to make a report. Within Holmer Green Junior School, the first report will be a Safeguarding incident form, taken to the Safeguarding lead, who will then act immediately.

FGM is not a matter that can be left to be decided by personal preference. It is an extremely harmful practice. RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). This may not appear to be a current, relevant concern regarding children at Holmer Green Junior School but it is important to remain aware and vigilant.

## **9. CHILD SEXUAL EXPLOITATION (CSE)**

Fundamental to the teaching of Relationships and Sex within Holmer Green Junior School are core themes regarding dignity, consent and choice. We recognize that our young people are vulnerable learners and

may need additional support when presented with situations which may compromise their choices. Safeguarding leads within the school are clear about the risk assessment toolkit, and frameworks for categorising risks our young people may face. In cases where the indicators become apparent, or when a disclosure regarding exploitation and abuse is made, Safeguarding and support processes are immediately put into place. The Safeguarding lead will follow referral processes and the child or young person will access therapy or counselling provided either by the school, or through CAMHS, as agreed through the Creative Therapies team and Multi-agency working following the referral. In most instances, this support is already in place for children and young people who may have been identified as vulnerable or are exhibiting behaviours which cause concern and may allude to Sexual Exploitation and abuse.

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (eg: food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing and/or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition, for example, the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases, those exploiting the child/ young person have power over them by virtue of their age, gender, intellect, physical strength and /or economic or other resources. "Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and- in many cases protection under the Children Act 1989. This group includes children who have been sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or are the victims of trafficking" Safeguarding Children and Young People from Sexual Exploitation (2009) DCSF Kent and Medway Safeguarding Children Boards

## **10. Inclusion**

It is our aim to provide a PSHCE curriculum which is accessible to all our children, regardless of race, gender, ability, culture or religion. At this school we have children with a variety of additional educational needs and work and lessons are differentiated appropriately for these children. Materials and resources are chosen carefully avoiding stereotypical images. Teaching activities are organised so that they engage both boys and girls, although at times single sex groups are more appropriate.

## **11. Sexual orientation**

On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our approach to teaching will include sensitive, honest and balanced consideration of sexual orientation and sexual identity.

## **12. Parent's right to Withdraw their Children from PSHCE**

Under the Relationships Education and Health Education statutory guidance, parents have the right to withdraw their children from any of the Sex Education elements of the curriculum. These elements will be made clear on the long-term plan below as they are in bold. However, pupils may not be withdrawn from any elements of the Health education and Relationship education curriculum or any elements of the Science National Curriculum (biological aspects of life processes and reproduction). If parents do decide that they may wish to withdraw their child from the Sex Education elements of our curriculum, they are encouraged to discuss this decision with the PSHCE lead where they can view the resources which will be

used. If at this point they still wish for their child to be withdrawn, this must be done through writing to the head teacher.

### **13. Monitoring & Review**

This policy is reviewed annually in line with the Premises, Health and Safety Committee schedule. The Premises, Health and Safety Committee gives serious consideration to any comments from parents about the relationships and sex education programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

## Autumn 1 – 2021 onwards

### Respectful relationships

Pupils should know

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

practical steps they can take in a range of different contexts to improve or support respectful relationships.

the conventions of courtesy and manners.

the importance of self-respect and how this links to their own happiness.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

what a stereotype is, and how stereotypes can be unfair, negative or destructive.

the importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online relationships

Pupils should know

that people sometimes behave differently online, including by pretending to be someone they are not.

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

how information and data is shared and used online.

Year  
3  
and  
4

1. I can identify a range of different emotions.  
Focus on naming different emotions. (emotion cards, charades of feelings) Online – are our emotions always clear online?
2. I can listen respectfully to other people.  
R10 (debate, showing empathy to others, courtesy and manners) Online – how do they show respect online?  
  
I can identify the similarities and differences between people.  
  
R13 (identify similarities and differences in the class. Schools Linking: create a map of who we are)
3. I can recognise bullying  
R14/R18 (difference between mean and bullying, different types of bullying, ) Online – cyber-bullying with a focus on comments on games
4. I can identify how to respond to bullying and ask for help

	<p>R14/18 (act out scenarios focussing on going to an adult) Online – asking for help online</p> <p>5. I can explain the term stereotype.</p> <p>R16 (read stories that challenge stereotypes)</p> <p>6. I can explain the terms racism and inequality.</p> <p>(Focus on the meanings of the words. Use picture books to explain)</p> <p>7. I can understand the importance of personal boundaries and the right to privacy</p> <p>R21 (NSPCC PANTS rule <a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/</a>) Online – giving out passwords and private info such as name and age</p> <p>8. Schools Linking task</p>
Year 4	<ol style="list-style-type: none"> <li>1. I can name different emotions and explain why I might be feeling them (Name emotions, share social stories)</li> <li>2. I can explain why manners are important (walk around without talking to each other and then again with saying hello, graffiti wall about how to be polite)</li> <li>3. I can identify all of the things that I like about myself (create a positivity tree – link to mental health)</li> <li>4. I can explain why school rules are important (school rules, online rules class rules etc. Link to staff following rules.)</li> <li>5. I can explain why there is no such thing as a boy's or girl's job (<a href="https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-3-explore-wide-range-jobs-and">https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-3-explore-wide-range-jobs-and</a>)</li> <li>6. I can explain why racism and inequality hurt the feelings of others (revisit terminology. Use picture cards to identify how people are feeling in situations.)</li> <li>7. I can understand the importance of personal boundaries and the right to privacy R21(Discuss bubbles, revisit PANTS rule, Privacy online including passwords and what we share)</li> <li>8. I can consider my online behaviours and identify whether they are positive or negative (share what they do online, discuss age restrictions, how do they know if what they are doing online is safe?)</li> </ol>
Year 5	<ol style="list-style-type: none"> <li>1. I can discuss my feelings and explain how they have changed over time. (Link to changing during as they get older. How have their parties changed and what they enjoy doing?)</li> <li>2. I can explain who I am ( <a href="https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-1-who-am-i">https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-1-who-am-i</a>)</li> <li>3. I can explain how to challenge stereotypes (<a href="https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and">https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and</a>)</li> <li>4. I can identify how racism and equality has an effect on other people (Read them story cards. Focus on the feelings and emotions of those being treated in this way.)</li> <li>5. I can critically evaluate my online behaviours (What sites are they on? Create a diary of time on electrical devices over the week and make a plan for how to reduce)</li> <li>6. I can discuss how data is kept and shared online (Look at terms and conditions of Facebook together and then research other websites or platforms terms and conditions such as WhatsApp)</li> <li>7. I can identify how I should treat people (online and real life – rules for being a friend that covers both. Cover making online friends and the associated risks.)</li> <li>8. I know why bullying is wrong (Look at longer term effects of bullying on mental health)</li> </ol>



Year 6	<ol style="list-style-type: none"><li>1. I can discuss my feelings and explain how the feelings of others might be different (Share scenarios where others might be feeling something different, link to online and how texting can be interpreted. Use emojis to show this.)</li><li>2. I can explain the importance of being respectful (Create rules for being respectful at school and compare to rules for being respectful online. Discuss previous school issues with group chats)</li><li>3. I can explain why making friends online is dangerous (Drama tasks where they wear masks? How might this be dangerous?)</li><li>4. I know why bullying is wrong and why people might choose to bully others (revisit types of bullying and mental health effects. Then look at why people may choose to bully others)</li><li>5. I can identify how racism and inequality has a long lasting effect on others (link this to bullying. Focus on the mental health elements.)</li><li>6. I know how to get help if I feel uncomfortable (Discuss personal boundaries and how that can make us feel uncomfortable then link to abuse – people doing things that we do not want them to do – and create a plan for what to do if anything ever makes them feel uncomfortable including online)</li><li>7. I can explain what a stereotype is and how the media use stereotypes (go through newspapers and pick out information targeted at different genders etc. How can we be critical about this?)</li></ol>
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## Autumn 2

### Caring friendships

Pupils should know

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.

### Families and people who care for me

Pupils should know

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<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

<sup>13</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. [RE](#)

Year 3	<p>Schools Linking</p> <p>Who am I? Who are we?</p> <p>Focus on: how to make and solidify friendships (link to values); our family tree and the differences and similarities within our families; diversity in the community. Also, focus on what makes a positive and what makes a negative relationship.</p> <p>(circle of friends, characteristics of friends, about me poem, family tree)</p> <p>I can explain what is important for me so that I am happy and healthy</p> <p>(List things they need – link this to growing a plant. Briefly describe abuse and neglect as something that makes us feel uncomfortable and how to get help if they do not feel safe.)</p>
Year 4	<ol style="list-style-type: none"> <li>1. I can explain the difference between a positive and a negative friendship. (Circle time to explain a positive friendship and a negative friendship, Focus on support when in negative friendships.)</li> <li>2. I can name the different types of bullying. (Create ‘What does bullying look like?’ posters including cyberbullying)</li> <li>3. I can explain what to do if I see or am part of bullying (create anti-bullying comic strips)</li> <li>4. I can explain how to manage the ups and downs of a friendship (drama activities linking to violence never being the answer)</li> <li>5. I can explain the differences between different families. (Read The Family Book by Todd Parr <a href="https://www.youtube.com/watch?v=MIm_H01Z6Ss">https://www.youtube.com/watch?v=MIm_H01Z6Ss</a> and compare their families.)</li> <li>6. I can tell the difference between a good and dangerous secret (share secrets. Why might secrets be a bad thing?)</li> <li>7. I can get support if I need to (What does feeling unsafe look like? Guide to getting support if feeling unsafe at home, at school or in the local community)</li> </ol>
Year 5	<ol style="list-style-type: none"> <li>1. I can identify what my digital footprint is and how to keep it secure (<a href="https://www.outofyourhands.com/online-safety/your-digital-footprint/">https://www.outofyourhands.com/online-safety/your-digital-footprint/</a>)</li> <li>2. I can name the different types of bullying and how to not be a bystander (act out different forms of bullying specifically focusing on being a bystander)</li> <li>3. I can identify cyberbullying and know how to be a good digital citizen (<a href="https://www.outofyourhands.com/online-safety/good-digital-citizen/">https://www.outofyourhands.com/online-safety/good-digital-citizen/</a>)</li> <li>4. I can identify the pros and cons of being online (focus on group chats. Why can they be dangerous? How can they lead to online bullying? Sit them in a circle and get them to all to talk at once to show how this is not helpful. Create a set of rules for any group chats)</li> <li>5. I know how to keep myself and other people safe (Name whose job it is to keep us safe, what do we do to keep ourselves safe, what do our parents do to keep us safe? Name categories of abuse and how to get help if they do not feel safe.)</li> <li>6. I know that our families are all different. (Family trees or biographies of a relative. Compare and link to diversity.)</li> </ol>
Year 6	<ol style="list-style-type: none"> <li>1. I can explain how friendships change over time ( <a href="https://learning.nspcc.org.uk/media/1400/ks2-lesson-plan-2-changing-friendships.pdf">https://learning.nspcc.org.uk/media/1400/ks2-lesson-plan-2-changing-friendships.pdf</a>)</li> <li>2. I can explain how to communicate with my friends online ( <a href="https://learning.nspcc.org.uk/media/1401/ks2-lesson-plan-3-healthy-online-friendships.pdf">https://learning.nspcc.org.uk/media/1401/ks2-lesson-plan-3-healthy-online-friendships.pdf</a>)</li> <li>3. I can explain how to manage conflict within my friendship group ( Watch <a href="https://www.bbc.co.uk/bitesize/clips/z6stsbk">https://www.bbc.co.uk/bitesize/clips/z6stsbk</a> for ideas about using peer mediators)</li> <li>4. I can explain that all families are different and why this is a positive thing (think about</li> </ol>

favourite foods and games and then strip back the things that did not originate in Britain. Why is it a good thing that we are diverse?)

5. I can identify the pros and cons of communicating with my friends online (Focus on Group Chats. Age restrictions for online forums and why)
6. I can explain how to keep myself and other people safe (<https://www.youtube.com/watch?v=KeIO4v9c9RU> and where to get help)

## Spring 1

### Physical health and fitness

Pupils should know

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 are worried about their health.

### Healthy eating

Pupils should know

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).

### Mental wellbeing

Pupils should know

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 are feeling and how they are 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 is 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 are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

it is 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.
Year 3	<p>I can understand what makes a healthy lifestyle H1/2 (link between mental health and physical health) Online – hours on devices and how that can affect our mental health</p> <p>I can understand what makes up a balanced diet H3 (healthy eating plates)</p> <p>I can understand a range of emotions and describe my feelings to other H6/7 (emotional barometer, explain how feeling sad is normal) online – feelings online</p> <p>I can understand feeling pressure and managing this H13/H14 (basic understanding of peer pressure linked to wanting to play with others on the playground etc.) online – peer pressure to go on apps or games that are not age appropriate</p> <p>I can understand how being alone might make us feel lonely (Discussion about feeling alone, who can they go to if they feel alone?)</p> <p>Schools Linking task</p>
Year 4	<ol style="list-style-type: none"> <li>I can explain a range of emotions. (label pictures of emotions, physical health and how it makes them feel)</li> <li>I can understand how to cope with my emotions. H6/7 (emotion cards, are there good and bad emotions? scenarios)</li> <li>I can understand what makes a ‘balanced lifestyle’ H1/2 (healthy eating plate and exercise info, mental health/ physical link) online – time on line etc.</li> <li>I can identify simple self care techniques (timetable of day, mindfulness activities – CD on T)</li> <li>I can identify what anti social behaviour is and how it can affect people L6 (recap types of bullying- scenarios, stories) online – cyber bullying</li> <li>I can identify what anti social behaviour is and how it can affect people L6 (focus on intimidation and discrimination) online – cyber bullying</li> </ol>
Year 5	<ol style="list-style-type: none"> <li>I can develop skills to make my own choices about food. H3 (moderate intake of food. Watch food adverts to discuss persuasive techniques used) online – ads online</li> <li>I can explain how to make informed choices that contribute to a ‘balanced lifestyle.’ H1/2 (PSHE Association lesson plans about mental health)</li> <li>I can explain a range of emotions. (label pictures of emotions, reading comp with emotions)</li> <li>I can explain who is responsible for my health and wellbeing and how to get advice and support if I need to. H23 (recap different emotions and how we can choose to do things that make us feel more positive. Coping strategies – mindfulness, mojo the class dojo website)</li> <li>I can explain who is responsible for my health and wellbeing and how to get advice and support if I need to. H23 (different ways of asking for help,) Online - show help and support sections of various online communities</li> </ol>

	<p>6. I can understand how anti-social behaviour can affect wellbeing and handle, challenge or respond to it. L6 (bullying recap, racial hate and hate based on stereotypes, show racism the red card) online – anti-social behaviour online and the consequences of these actions</p>
Year 6	<ol style="list-style-type: none"> <li>1. I can identify how things positively or negatively affect my health and wellbeing H1/2 (PSHE association lesson plans about mental health, effect of media on our mental health, ) online- influencers e.g. YouTubers, bloggers, Tik Tok etc.</li> <li>2. I can identify how things positively or negatively affect my health and wellbeing H1/2 (PSHE association lesson plans about mental health, effect of media on our mental health, ) online- influencers e.g. YouTubers, bloggers, Tik Tok etc.</li> <li>3. I can explain how social media distort reality</li> <li>4. H4 (images which have been photoshopped etc.)</li> <li>5. I can further describe the range and intensity of my feelings and how to manage complex and conflicting emotions H6/7 (vocab of feelings, help and advice if the ‘negative’ feelings are happening most or all of the time, how feelings of loneliness can intensify this) online – loneliness online, choosing to look at altered images</li> <li>6. I can further describe the range and intensity of my feelings and how to manage complex and conflicting emotions H6/7 (vocab of feelings, help and advice if the ‘negative’ feelings are happening most or all of the time, how feelings of loneliness can intensify this) online – loneliness online, choosing to look at altered images</li> </ol>

	<p><b>Spring 2</b></p> <p><b>Changing adolescent bodies</b></p> <p>Pupils should know:</p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Being safe</b></p> <p>Pupils should know</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>
Year 3	<p>Difference between males and females</p> <ol style="list-style-type: none"> <li>1. I can identify how we change over time (birth to death timeline, pictures of them growing and changing)</li> <li>2. I can identify the difference between males and females before puberty <b>(label body parts and discuss vocab)</b></li> <li>3. I can understand what make a positive, healthy friendship R2/4 (social stories, strategies for solving conflict)</li> <li>4. I can identify how to manage risks in familiar settings H9/10/11 (levels of risk, <a href="http://www.switchedonkids.org.uk/electrical-safety-in-your-home">http://www.switchedonkids.org.uk/electrical-safety-in-your-home</a>)</li> <li>5. I can understand the difference between acceptable and unacceptable physical contact R8 (personal bubbles, discuss when physical contact is acceptable and unacceptable, <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>, create helping hands)</li> <li>6. I can understand the difference between acceptable and unacceptable physical contact R8 (reporting concerns and abuse, Childline 08001111, create helping hands)</li> </ol>



Year 4	<ol style="list-style-type: none"> <li>1. I can describe the kinds of change that happen in life and the feelings associated with this. H8 (timeline of their life, different diary entries as if they were at different points in their life)</li> <li>2. I can identify the changes that happen at puberty – 4 week block H18 focus on: <ol style="list-style-type: none"> <li>1) Bodies before, during and after puberty. How have they changed? <b>External body parts</b></li> <li>2) Change in females during puberty including: menstruation, other physical changes, emotional changes <a href="https://bettyforschools.co.uk/resources/8-11-year-olds">https://bettyforschools.co.uk/resources/8-11-year-olds</a></li> <li>3) Change in males during puberty including: physical changes, emotional changes</li> <li>4) Keeping themselves clean during puberty and beyond. Keeping safe elements to cover: underwear rule, growing and changing at different rates and how that can have effect on our self-esteem and confidence,</li> </ol> </li> <li>6. I can identify whose job it is to keep me safe H23 (discuss abuse and who we can go to, recap helping hand from Year 3, create adverts for different professionals who help pupils)</li> </ol>
Year 5	<ol style="list-style-type: none"> <li>1. I can describe the kinds of change that happen in life and the feelings associated with this. H8 (different diary entries as if they were at different points in their life, how have their emotions changed?)</li> <li>2. I can identify the changes that happen at puberty – 4 week block H18 focus on:</li> <li>3. Bodies before, during and after puberty. How have they changed? <b>Internal and external body parts</b></li> <li>4. Change in females during puberty including: menstruation, other physical changes, emotional changes. Focus on use of products to support them. <a href="https://bettyforschools.co.uk/resources/8-11-year-olds">https://bettyforschools.co.uk/resources/8-11-year-olds</a></li> <li>5. Change in males during puberty including: physical changes, emotional changes. Discuss sexual organs but not sexual intercourse</li> <li>6. Keeping themselves clean during puberty and beyond. Keeping safe elements to cover: underwear rule, growing and changing at different rates and how that can have effect on our self-esteem and confidence, the effect of social media on how we view our bodies, commenting on the changes of others in person and online</li> <li>6. I can identify whose job it is to keep me safe H23 (discuss abuse both in person and speaking or receiving comments from anyone that is an adult regardless of whether or not they know them)</li> </ol>
Year 6	<ol style="list-style-type: none"> <li>1. I can identify the changes that happen at puberty – 5 week block H18 focus on: <ol style="list-style-type: none"> <li>1) Bodies before, during and after puberty. How have they changed? <b>Internal and external body parts recap</b></li> <li>2) Change in females during puberty including: menstruation, other physical changes, emotional changes. Focus on use of products to support them. <a href="https://bettyforschools.co.uk/resources/8-11-year-olds">https://bettyforschools.co.uk/resources/8-11-year-olds</a> Discuss sexual organs and how they link to sexual intercourse</li> <li>3) Change in males during puberty including: physical changes, emotional changes. Discuss sexual organs and how they link to sexual intercourse</li> <li>4) Keeping themselves clean during puberty and beyond. Keeping safe elements to cover: underwear rule, growing and changing at different rates and how that can have effect on our self-esteem and confidence, the effect of social media on how we view our bodies, commenting on the changes of others in person and online</li> </ol> </li> </ol>

	<p>5) How do mammals reproduce?</p> <p>7. I can identify whose job it is to keep me safe H23 (discuss abuse both in person and speaking or receiving comments from anyone that is an adult regardless of whether or not they know them)</p>
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	<p><b>Summer 1</b></p> <p><b>Internet safety and harms</b></p> <p>Pupils should know</p> <p>that for most people the internet is an integral part of life and has many benefits.</p> <p>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.</p> <p>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.</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>where and how to report concerns and get support with issues online.</p> <p>Money</p>
Year 3	<ol style="list-style-type: none"> <li>I can create time limits for playing online (<a href="http://azoomie.com/index.php/lessonplans_searchitup_timeonline/">http://azoomie.com/index.php/lessonplans_searchitup_timeonline/</a> <a href="https://assets.azoomie.com/LessonPlans/Turn+It+Off+-+Lets+Play.pdf">https://assets.azoomie.com/LessonPlans/Turn+It+Off+-+Lets+Play.pdf</a>)</li> <li>I can be kind online (<a href="http://azoomie.com/index.php/searchitup_lessonplans_jackattackvsrobotron/">http://azoomie.com/index.php/searchitup_lessonplans_jackattackvsrobotron/</a> <a href="https://assets.azoomie.com/LessonPlans/Jackattack_vs_Robotron.pdf">https://assets.azoomie.com/LessonPlans/Jackattack_vs_Robotron.pdf</a>)</li> <li>I can identify what online bullying might look like. (<a href="https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision">https://www.childnet.com/resources/digiduck-stories/digiducks-big-decision</a> Then act out scenarios of online bullying)</li> <li>I can identify why you should not talk to unknown people online <a href="https://www.childnet.com/ufiles/DIGIDUCK'S-FAMOUS-FRIEND-2019-FINAL-PDF.pdf">https://www.childnet.com/ufiles/DIGIDUCK'S-FAMOUS-FRIEND-2019-FINAL-PDF.pdf</a></li> <li>I can identify real and fake information ( <a href="https://www.teach-ict.com/ks3/year8/information_reliability_bias/information_reliability_spoofs.htm">https://www.teach-ict.com/ks3/year8/information_reliability_bias/information_reliability_spoofs.htm</a>)</li> <li>I can create rules for the time that I spend online (all to create their own rules based on what they have learnt)</li> <li>I can spend money and receive change (set up a shop in the classroom but give them a budget)</li> </ol>
Year 4	<ol style="list-style-type: none"> <li>I can explain that information can spread quickly online even when sent privately. (<a href="http://azoomie.com/index.php/searchitup_lessonplans_mypopstardisaster/">http://azoomie.com/index.php/searchitup_lessonplans_mypopstardisaster/</a> <a href="https://assets.azoomie.com/LessonPlans/My+PopStar+Disaster.pdf">https://assets.azoomie.com/LessonPlans/My+PopStar+Disaster.pdf</a>)</li> <li>I can identify what online bullying looks like. (<a href="http://azoomie.com/index.php/searchitup_lessonplans_sentmeapoo/">http://azoomie.com/index.php/searchitup_lessonplans_sentmeapoo/</a>)</li> </ol>

	<p><a href="https://assets.azoomee.com/LessonPlans/She+Sent+Me+A+Poo+-+How+Mean+Is+That.pdf">https://assets.azoomee.com/LessonPlans/She+Sent+Me+A+Poo+-+How+Mean+Is+That.pdf</a>)</p> <p>3. I can explain how hard it is to remove something from the internet once it is in there. (<a href="http://azoomee.com/index.php/lessonplans_searchitup_idontwanteveryonetoseemybum/">http://azoomee.com/index.php/lessonplans_searchitup_idontwanteveryonetoseemybum/</a> <a href="https://assets.azoomee.com/LessonPlans/I+Dont+Want+Everyone+To+See+My+Bum.pdf">https://assets.azoomee.com/LessonPlans/I+Dont+Want+Everyone+To+See+My+Bum.pdf</a>)</p> <p>4. I can identify real and fake information (play 2 and a lie, show fake websites <a href="https://www.teach-ict.com/ks3/year8/information_reliability_bias/information_reliability_spoofs.htm">https://www.teach-ict.com/ks3/year8/information_reliability_bias/information_reliability_spoofs.htm</a>, create a list of indicators of true info )</p> <p>5. I can create rules for the time that I spend online (all to create their own rules based on what they have learnt)</p> <p>6. I can stick to a budget (Give them a budget and use the iPads to shop for a party or something to do with Theme topic. Can they stick to a budget? Discuss going for cheaper options and pros and cons.)</p>
Year 5	<p>Year 5 community project with a focus on money.</p> <p>Year 5's internet safety to be placed in Autumn 2 instead.</p> <ol style="list-style-type: none"> <li>1. I can understand how what I do affects the community. (Create a list of different organisations we could help and what we could do.)</li> <li>2. I can work as a class to democratically vote on a cause that is important to our community.</li> <li>3. I can plan the structure of my project. (Create an action plan.)</li> <li>4. I can work as a group to think about how to finance my project.</li> <li>5. I can think of ways of improving our community. (Create posters or letters as part of the project.)</li> <li>6. I can participate in my project.</li> <li>7. I can evaluate the effectiveness of my project. (Write an evaluation.)</li> </ol>
Year 6	<p>Base the unit around Google lessons</p> <ol style="list-style-type: none"> <li>1. I can share information securely</li> <li>2. I can tell the difference between fake and real information</li> <li>3. I can set secure passwords</li> <li>4. I can be kind online</li> <li>5. I can get help online when I need it</li> <li>6. End the unit by allowing them to play the next link to test their knowledge. If they are struggling, these lessons or others will need to be repeated during your Digital Literacy lessons in the Summer term <a href="https://beinternetawesome.withgoogle.com/en_us/interland_game">https://beinternetawesome.withgoogle.com/en_us/interland_game</a></li> </ol> <p>Year 6 Money objectives to be covered in Water Aid unit:</p> <p>I can identify how to create a budget</p> <p>I can identify what to do if I ever go over budget (include money management)</p> <p>I can identify ways to make money. (Create a spider diagram of different ways to gain money</p>

	along with pros and cons of different roles.
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	<p><b>Summer 2</b></p> <p><b>Drugs, alcohol and tobacco</b></p> <p>Pupils should know</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>Health prevention</b></p> <p>Pupils should know</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <b>Science</b></p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>the facts and science relating to allergies, immunisation and vaccination. <b>Science</b></p> <p><b>Basic first aid</b></p> <p>Pupils should know:</p> <p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Year 3	<ol style="list-style-type: none"> <li>1. I can explain how simple hygiene routines can prevent the spread of bacteria and viruses H12 (glitter on hands experiment)</li> <li>2. I can explain what an allergy is (name different allergies, create warning posters)</li> <li>3. I can keep myself safe and decide how to help someone without risk to themselves. (Stay safe Red Cross lessons)</li> <li>4. I can keep myself safe and decide how to help someone without risk to themselves. (Stay Safe Red Cross lessons)</li> <li>5. I can make an emergency call.</li> <li>6. I can explain how money is used (set up a toy shop and buy items, what if people do not have enough money?)</li> <li>7. I can identify drugs that are common in everyday life (H17 list of what we put in our bodies, discuss medicines and caffeine only)</li> <li>8. Schools Linking</li> </ol>
Year 4	<ol style="list-style-type: none"> <li>1. I can identify hygiene routines that can help prevent the spread of bacteria and viruses. (H12)</li> <li>2. I know how to keep myself safe (H15 Look at school rules and create their own)</li> <li>3. I can identify what to do in an emergency. (Help Save Lives lesson plans and resources from Red Cross)</li> <li>4. I know who to contact in an emergency (Help Save Lives lesson plans and resources from Red Cross)</li> <li>5. I can give First Aid to somebody who is not breathing (Help Save Lives lesson plans and resources from</li> </ol>

	<p>Red Cross)</p> <ol style="list-style-type: none"> <li>I can understand that drugs are common in every day life (17)</li> <li>I can identify that some drugs have negative risks ( H17 list of what we put in our bodies, discuss medicines, caffeine and tobacco. Watch <a href="https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zg982nb">https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zg982nb</a>, create warning posters)</li> </ol>
Year 5	<ol style="list-style-type: none"> <li>I can identify how to manage risks to keep myself healthy (H7)</li> <li>I can make a 999 emergency call (Emergency Action lesson plans and Resources from Red Cross)</li> <li>I can get support during an emergency (Emergency Action lesson plans and Resources from Red Cross)</li> <li>I can give basic life support (<a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a>)</li> <li>I can give support to somebody with a bite or sting (<a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a>)</li> <li>I can identify some of the risks associated with using drugs. (H17 discuss medicines, caffeine, tobacco and alcohol. Good drugs versus negative drugs.)</li> <li>As above</li> </ol>
Year 6	<p>This is all run from St John's Ambulance support materials <a href="https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p> <ol style="list-style-type: none"> <li>I can identify how to help somebody who is having an asthma attack.</li> <li>I can give basic life support</li> <li>I can support somebody that is bleeding</li> <li>I can support somebody who is choking</li> <li>I can make an emergency phone call</li> <li>I can give somebody with a head injury support</li> <li>I can identify the risks associated with using drugs (H17 Link to peer pressure and social media influences on drug taking)</li> </ol>

Health education	Relationships education
Mental wellbeing	Families and people who care for me
Internet safety and harms	Caring friendships
Physical health and fitness	Respectful relationships
Healthy eating	Online relationships
Drugs, alcohol and tobacco	Being safe
Health prevention	
Basic first aid	
Changing adolescent body	

## Appendix 2

The main vocabulary that will be used to describe the human body is included below. Each year group will also recap the vocabulary from the previous academic year. This vocabulary will be used in a factual and scientific nature. Teaching children the accurate terminology for body parts is important as it allows them to communicate with an adult if they are suffering from abuse.

Year group taught	Vocabulary used
Year 3	Vagina Anus Penis Testicles Breasts
Year 4	Puberty
Year 5	Menstruation and periods Wet dreams Erection Labia Urethra Ovaries
Year 6	Sexual intercourse Gestation Foetus Fallopian tubes Sperm Egg Womb Uterus