Leigh Primary School

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'Caring, Sharing and Learning Together'

Personal Development Policy

Part 1

Including Sex, Relationships and Health Education

Part 2

SMSC, PSHE, British Values and Citizenship

	Signed	Date
Approved by Governing Body	Governing Body	16.01.23
Chairman of Governors	Rahim Rajan	16.01.23
Headteacher	Jenna Halfhide	16.01.23

Part 1

Sex, Relationships and Health Education

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1. Introduction

This Policy reflects the Equalities Act 2010. The School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A).

This Policy should be read in conjunction with the School's Safeguarding Policy which can be found here [link to Safeguarding Policy].

The Statutory Guidance for Relationships, Sex and Health Education may be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

This policy is reviewed annually by the Governing Body.

2. Who is this policy for?

This Policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at Leigh Primary School.

The Policy applies particularly to all teachers and others with responsibility for teaching these subjects. Teachers and others must consult this Policy and ensure that their teaching is in line with its intent and its expectations.

3. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide opportunities for children to ask questions about their own development to trusted adults

4. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.
We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum as well as additional lessons appropriate to their age.
In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Leigh Primary School, we teach RSE as set out in this policy.

5. Policy development

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

1. Review – a member of staff or working group 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. Parent Survey – All parents were asked for their views on what they want their children to be taught in relation to sex, relationships and health educations as well as online safety.
4. Parent/stakeholder consultation – parents were invited and a selection of parents volunteers attended a meeting about the policy and make recommendations and changes in line with the results of the parent survey.

As a result of staff and parent consultation the following was agreed upon.

- A teaching and leaning section would be included in the policy which emphasises particular strategies and principles to follow when teaching SRE such as empathy.
- That picture books for online and safety and other aspects of SRE and Health Education should be used to enhance learning, ensuring it is memorable and engaging for children.
- That children should have opportunities to ask questions in lessons but also after the fact and anonymously should they wish.
- Boys and Girls should be taught the same curriculum e.g. for example boys should be taught about the physical and emotional changes that girls go through and vice versa to ensure that both groups can develop empathy and understanding for the other.
- Policy will detail what parts of the EYFS framework support an early understanding of SRE and Health Education.
- The policy will detail teaching and learning guidance that could be applied – if it were appropriate – to support SEN students in this area of the curriculum.
- Letters about SRE and Health Education would be communicated through the Google Classroom to inform parents about what is being taught, when and give them guidance on what information is appropriate at each stage of their children's education.
- The working group felt consideration should be given to a workshop for parents in school to find out more about a range of school practices including online safety and SRE and Health Education. Therefore, the school will endeavor to plan and run a workshop which enables parents to find our more and ask questions about their child's personal development at Leigh Primary School.

5. Ratification – once amendments were made, the policy was shared with governors and ratified on the 16th January 2023

6. Definition, scope and intent

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, the physical changes that happen from child to adult, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSE involves a combination of sharing information, asking questions and exploring issues and values.
RSE is not about the promotion of sexual activity.
Leigh Primary School teaches the content set out in the Statutory Guidance for Relationships Education (Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled though our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.
Leigh Primary School teaches the content set out in the Statutory Guidance for Health Education (Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled though our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.
Leigh Primary School also teaches some selected aspects of sex education in [Years 6 only] and these are set out in the appropriate section in this policy below. Sex education is defined as sex education which does beyond what is set out in the Statutory Guidance for Relationships Education and Health Education, and which is not included under Key Stage 2 National Curriculum Science.]
This Policy does not cover the Science National Curriculum content, where the science of animal and human reproduction are taught in Key Stage 2.
Relationships and Health Education may overlap in content terms with the School's work with pupils in Spiritual, Moral, Social and Cultural Education (SMSC), the promotion of Fundamental British Values (tolerance/acceptance and respect for others, the rule of law, democracy and individual liberty), Religious Education and Citizenship.

7. Our Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.
We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1 and how our curriculum meets the statutory requirements of RSE and Health Education see Appendix 2

7.1 Delivery of RSE and Health Education

RSE is:

- RSE is explicitly taught in mixed year groups across the year during staggered teaching, groups and differentiation.
- Taught with consideration to the needs of all pupils, including those with special educational needs through resources used, support in lessons, discussions with parents and in some cases by respecting the wishes of parents to withdraw.
- taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- is also enriched through our Votes4Schools Assembly curriculum which raises current affairs issues and requires children to vote using democratic principles. Some of these issues relate to this curriculum.(Please note these are not in the curriculum map as they arise in relation to current affairs nationally and globally) Please see curriculum map in Appendix 1

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

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

Health education include:

- Learning about puberty which is also addressed in the science curriculum when learning about main external body parts and the human body as it grows from birth to old age. Additionally, reproduction in plants and animals. Many primary Schools choose to teach some aspects of sex education although it is not a requirement.

Sex Education includes:

At Leigh Primary School we optionally choose to include the following in our Sex Education which parents have the option to withdraw their children from after discussion with the headteacher: This education is two lessons in Year 6 which cover:

- Conception
- Pregnancy and birth

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).
We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Health Education in primary school is:

- the characteristics of good physical health and mental wellbeing and how they are linked. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Teaching positive impacts on physical and mental health
- Teaching negative impacts on physical and mental health
- Strategies to promote good physical and mental health

7.2 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Recognizes LGBT – relevant knowledge and examples are included through programme along with inclusive language.
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages
    - Have opportunities to ask questions and make contributions

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats

- Boys and Girls should be taught the same curriculum e.g. for example boys should be taught about the physical and emotional changes that girls go through and vice versa to ensure that both groups can develop empathy and understanding for the other.
- We will give careful consideration to the level of differentiation and support needed. Children with SEND may be more be more vulnerable to abuse, bullying, exploitation and other issues.
- Teachers will ensure that concepts such as privacy are discussed with examples to ensure that SEND pupils understand what is explicitly meant.
- Ensure that all children including those with SEND know who to ask questions if they are worried, anxious, are not sure about certain information or want to know more. Ensure that they have support to ask and transcribe an anonymous question should they wish to.
- For children with SEMH (social, emotional and mental health) needs, we will promote and support them in relationships education. In particular, a focus on friendships and healthy relationships and how this impacts their emotional well-being. In particular SEND pupils can be vulnerable to coercion and therefore it is important to emphasise what is not a healthy relationship and give examples of relationships that are unhealthy.
- Social stories can be used to ascertain a pupil's understanding of situations that exemplify learning and these narratives used to support understanding.
- If it is felt through teacher assessment that a child in a year group is not ready for the lesson being taught and it would have an adverse impact even with adaptation, the teacher should arrange a meeting with the parent to discuss the pre-teaching required to support the child's development prior to reaching this stage. Physical and cognitive development needs to be considered together in a discussion to support design of teaching and learning.
- For children with cognition and learning needs, topics can be broken down and taught over a longer period of time; reducing the amount of content in each lesson. Themes and learning could be regularly revisited and consolidated.

7.3 Teaching and Learning Guidance

- In SRE and Health Education, rules will be established in the classroom in addition to the non-negotiables that are expected in school life. There are:

✓ identifying public vs. private acts and spaces including emphasising that the classroom will be changed from a public space to a space where pupils may discuss private issues
✓ setting Behaviour for Learning targets for the session
✓ discussing appropriate and inappropriate questions (for example, personal or intrusive questions vs. questions about the content)
✓ emphasising the need for self-control and explicitly teaching what this means (particularly where pupils might be embarrassed by the content)

- Additionally, scenarios should be used to support children in understanding of what examples of what is being taught (health and unhealthy) to help theme identify this is context and learn what to do.
- Content is taught neutrally and without judgement.
- Vulnerable pupils will be checked upon to ensure their well-being before, during and after session where appropriate and appropriate support provided by a trusted adult.
- Children will be informed of when their lesson is happening and an outline given at the beginning of the lesson to support children in regulating any anxiety or behaviour that could hinder their learning or well-being. If possible, the lesson should be taught on the same day and time within a block of learning.
- Correct and explicit explanations and language should be used to ensure that meaning and content cannot be misunderstood. Pictures can be used to reinforce explanations and learning wherever possible.
- When appropriate real resources should be used when discussing a topic e.g. deodorant, sanitary towel or a tampon.
- Picture books will be used to enhance the teaching and learning of key aspects of learning such as SRE and Health Education including online safety.

7.4 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

- We use specific units from Kapow Primary to teach statutory elements of the governments: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019 as well as optional elements of Sex Education.
- We additionally use Purple Mash and National Online Safety to ensure our lessons in Online Safety are frequent and offer a robust approach to teaching about the risk online and how to keep oneself safe from these risks
- We also use the Kent Scheme of work for science which addresses aspects of physical and mental health as well as growth from birth to old age, external and internal human body parts and aspects of plant and animal reproduction.

Specifically, Kapow schemes of work provide the following lessons that children are taught by the end of Key Stage 1 and the End of Key Stage 2.

7.5 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with: This policy; The Teachers' Standards; The Equality Act 2010; The Human Rights Act 1998 and The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on: what we're going to say and our position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7.6 SRE and Health Education in Early Years

Children in Early Years have teaching and learning opportunities planned from the Early Years Framework (September 2021). In this stage, the children are prepared for the Statutory SRE and Health Education Curriculum through Personal, social and emotional development. In EYF the children also taught PANTS using guidance and resources from the NSPCC.

P - Privates are private

A - Always remember your body belongs to you

N - No means no

T - Talk about secrets that upset you

S - Speak up, someone can help

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The Early Learning Goals for this area of the curriculum are:

ELG: Self-Regulation

- ✓ Children at the expected level of development will:
- ✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- ✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- ✓ Children at the expected level of development will:
- ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- ✓ Explain the reasons for rules, know right from wrong and try to behave accordingly;
- ✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- ✓ Children at the expected level of development will:
- ✓ Work and play cooperatively and take turns with others;
- ✓ Form positive attachments to adults and friendships with peers;
- ✓ Show sensitivity to their own and to others' needs.

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

Will communicate learning regarding and Sex and relationships education at the beginning of the term when it is being taught to inform and provide support for parents who wish to have these discussions at home.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All teaching staff detailed on our school website teach RSE in line with our policy, curriculum map and resources in selected schemes of learning.

8.4 Pupils

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

9. Parents' right to withdraw

Parents may elect to withdraw their child from sex education. This right applies only to aspects of sex education which are not set out in the Statutory Guidance for Relationships Education (Primary), Health Education (Primary) or the Science National Curriculum.

If a parent wishes to exercise the right to withdraw, having read this Policy, they are invited wherever possible make an appointment with the headteacher to make their request in person. Where this is not possible, the school must receive a request in writing from parent(s). Where the school receives such a request in writing it will be acknowledged in writing within seven days and applied with immediate effect. Once the request is made, it is not necessary for parents to repeat the request – it is deemed to be effective until withdrawn in writing by parents. However, the School reserves the right to contact parents annually or more frequently to check whether they still wish their child to be withdrawn.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by Jenna Halfhide through: learning walks and pupil voice and by class teachers through internal formative assessment procedures.

Part 2
PSHE, SMSC and British Values

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions
- teach relationships, sex and health education which is part of our PSHE curriculum.

Spritual, moral, social and cultural development at Leigh Primary School aims to develop can…

Spiritually:
To reflect on their own beliefs (religious or otherwise) and perspective on life;

- To have knowledge of, and respect for, different people's faiths, feelings and values;
- To have a sense of enjoyment and fascination in learning about themselves, others and the world around them;
- To use imagination and creativity in their learning;
- To develop a willingness to reflect on their experiences.

Morally:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Consequently, we reject all forms of bullying, dishonesty, violence and discrimination.

Socially:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Culturally:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

The promotion of British Values at Leigh Primary School aims to develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and health education, as set out in the statutory guidance (in Part 1 of the personal development policy) we also choose to teach sex education as outlined in Part 1 of this policy.

Other aspects of personal development are taught/promoted through our Votes4Schools program which is weekly learning routed in: current affairs and global issues, rights and wellbeing, citizenship and values, SMSC, British Values and radicalisation and extremism. These weeks of learning are mapped throughout the year as all learning is related to current affairs/issues. Additionally, we promoted SMSC through collective worship and assembly as well as our guiding principles of ACT RIGHT in classrooms on a daily basis.

We promote our values through our Marvellous Me reward system where we share positive feedback with parents and children. Our badges related to the SMSC aspects of learning are worth more house points to emphasise to children the importance of character education.

3.2 How we teach it

SRE, Health Education, PSHE, SMSC and British Values permeate our curriculum, ethos and practices. Outlined below are the ways we prioritise personal development for our pupils.

Broad practices:

- Kapow Primary PSHE Curriculum which includes SRE and Health Education as outlines in our Yearly Overview and Appendix 1 and 2.
- Weekly assembly using Votes4 School Program which covers current affair voting topics related to these areas of study
- All school ethos of 'Sharing, caring and learning together'
- Our guiding principles of ACT RIGHT (Resilience, Independence, Good Communication, Healthy Minds/bodies and Teamwork) For expectations see Appendix 3.
- Weekly Religious Education Lessons
- Encouraging visits from members of the community to support learning in the classroom
- Educational Visits

Specific provision

Spiritual development	• Whole school values • Religious Education curriculum • Assembly visits from St Mary's personnel • Visits to places of worship including Canterbury Cathedral, Bromley Synagogue and workshops delivered about Sikhism, Buddhism, Hinduism and Islam. • Harvest Festival, Christmas Services and Easter Services at St Mary's Church • Curiosity and Questions across the curriculum, • Awe and wonder across the curriculum and VR Workshops in KS2 to allow children to experience the globe through their senses • Forest School • Outdoor learning
Moral Development	• Behaviour policy and code of conduct in the form of 'Our School Rules' and 'Our Non-Negotiables'. • Forest School Rules • RE Curriuclum • VotesforSchools • Marvellous Me platform for rewarding a range of personal attributes as well as achievement and progress • Antibullying weeks • Online Safety Curriculum taught through RSE and Health Education, Purple Mash and National Online Safety. • Class and whole school assembly • Buddy System • Participation in PTA fund raising events • Our guiding principles of ACT RIGHT • Votes for schools
Social Development	• PSHE Curriculum • Teambuilding through class lessons, PE Curriculum and extra-curricular activities, residential excursions • Cross phase working • Y6 Monitors • ACT RIGHT guiding principles • Votes for Schools • Residential Excursions • Sport's Day • Termly Interhouse tournaments • Netball, Tag Rugby, Basketball matches between schools

Cultural Development	• Educational Visits • Participation in the Arts Curriculum • French Club and MFL Curriculum • Sing Up in whole school and class assemblies which explores music from a variety of cultures and popular culture • Using texts from a range of cultures across our writing curriculum • Exploring Art and craft from a range of cultures and artists from across the globe • Teaching about LGBTQ and the negative impact of prejudice and discrimination • Learning about role models and infamous people in history from a range of backgrounds, locations, cultures and races and how they have impacted the world today through our science curriculum, collective worship, RE, Geography and History Curriculum. • Examining inequality and stereotyping in society • Religious Education • Engaging in design and creatively in DT and Art by exploring the achievements by appreciating the creations of others • Encouraging children to celebrate and appreciate the achievement of others and themselves through our Marvellous Me platform • Through our Votesforschools curriculum which focuses on children being informed, curious and heard regarding issues of current affairs in their own country and globally
British Values	• Democracy – Votes for School Program, School Council and House Captain Elections as well as using voting and democracy in the classroom • The rule of law – Strong behaviour policy and expectations, Votes for schools, current affair topics that relate to the development of law and demonocracy in the UK and Globally • Individual liberty – Votes for School Curriculum that promote choice and respect for views that differ from your own as well as topics that relate specifically to liberty. PSHE curriculum that teaches children to be aware of choice and how to make healthy and moral choices for themselves. Our guiding principles of ACT RIGHT that encourage independent thinking. • Mutual Respect – SRE and health education which encourages respect for others and self, Behaviour Policy implementation, ACT RIGHT principles, Votes for school program, • Tolerance /Acceptance – Votes for Schools program and encouraging respect for the differing views and opinions of others, religious education and Relationships Education which explores prejudice, discrimination and stereotypes in society.

4. Roles and responsibilities

4.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

4.2 The headteacher

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

The headteacher communicates aspects of Personal Development Leanring through the Leigh Latest Newsletter weekly.

4.3 Staff

Staff are responsible for:

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

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by Jenna Halfhide (or personal delegated to) through:

- Learning Walks
- Pupil Voice
- Parent Survey

This policy will be reviewed by the headteacher and Governing Body Annually due to Part 1 of this policy being a statutory requiring.

6. Links with other policies

This policy links to the following policies and procedures:

- Equal Opportunities Policy
- Acceptable Use Policy
- SEND Policy
- Collective Worship Policy
- Child Protection
- Religious Education

Appendix 1 – Curriculum Map

Health and Wellbeing	Safety and the Changing Body	Families and Relationships
Year 1/2 **1)Understanding Emotions and what am I like?** **2)Experiencing different Emotions** **1)Ready for bed and Relaxation** **2)Relaxation and breathing exercises** **1)Handwashing and personal hygiene** **2) Steps to success and developing a growth mindset** **1)Sun safety and allergies** **2)Healthy Diet and looking after your teeth** **1) People who help us to keep healthy** **2) Being active**	**Year 1/2** **1)Adfults in and out of school** **2)The internet and communicating online** **1)Getting lost and making and emergency phonecall** **2)Secrets and surprises** **1)Appropriate Contact** **2) Appropriate contact x 2** **1)Safety and substances** **2)Staying safe with medicine** **1) Safety at home** **2) Road Safety** **1/2) People who help us to keep safe**	**Year 1/2** **1)What is a family** **2)Families offer stability and love and families are all different** **1)Recognising peoples emotions** **2)Other people's feelings** **1)What are friendships? And Healthy friendships** **2) Manners and courtesy** **1)Friendship problems** **2)Unhappy friendships** **1) Gender stereotypes** **2) gender and stereotypes – careers and jobs** **1/2) Change and loss**
Year 1 Understanding my emotions What am I like? Ready for bed Relaxation Hand washing and personal hygiene Sun safety Allergies People who help us to keep healthy	**Year 1** Adults in school Adults outside school Getting lost Making and emergency phone call Appropriate contact Safety and substances Safety at home People who help us to keep safe	**Year 1** What is a Family? Recognising People's Emotions What are friendships? Working with others Friendship Problems Healthy Friendships Gender Stereotypes
Year 2 Experiencing different emotions Being active Relation and breathing exercises Steps to success Developing a growth mnindset Healthy diet Looing after our teeth	**Year 2** Introduction to the internet Communicating online Secrets and surprises Appropriate contact: My private parts Appropriate contact: My private parts are private Road safety Crossing roads safely Staying safe with medicine	**Year 2** Families offer stability and love Families are all different Other people's feelings Unhappy friendships Introduction to manners and courtesy Change and Loss Gender and stereotypes – careers and jobs

Health and Wellbeing	Safety and the Changing Body	Families and Relationships
Year 2/3 **2)Different Emotions** **3)My Healthy diary** **1)Relaxation and breathing exercises** **2)Relaxation and stretches** **2)Steps to success** **3) Wonderful Me and my superpowers** **2)Developing and growth mindset** **3)Resilience: breaking down barriers** **2) Healthy diet and looking after our teeth** **3) Diet and dental health**	**Year 2/3** **2)The internet** **3) Be kind online** **2)Communicating online** **3) Cyberbullying** **2)Secrets and surprises** **3) Fake emails** **2)Appropriate contact x 2** **3)Making choices and influences** **2) Road safety x 2 lessons** **3) Keeping safe out and about** **2) Staying safe with medicine** **3) First Aid x 2 lesson**	**Year 2/3** **2)Families offer stability and love and families are all different** **3)Healthy families** **2)Other people's feelings** **3)Friendship conflict** **2)Unhappy friendships** **3) Friendship vs bullying** **2)Manners and courtesy** **3)Effective communication** **2) Change and loss** **3) Learning who to trust** **3) Gender and stereotypes – careers and jobs** **3) Stereotyping gender and age** **2/3) Respecting differences in others**
Year 2 Experiencing different emotions Being active Relation and breathing exercises Steps to success Developing a growth mindset Healthy diet Looing after our teeth	**Year 2** Introduction to the internet Communicating online Secrets and surprises Appropriate contact: My private parts Appropriate contact: My private parts are private Road safety Crossing roads safely Staying safe with medicine	**Year 2** Families offer stability and love Families are all different Other people's feelings Unhappy friendships Introduction to manners and courtesy Change and Loss Gender and stereotypes – careers and jobs
Year 3 My healthy diary Relaxation and stretches Wonderful me My superpowers Resilience: breaking down barriers Diet and dental health	**Year 3** First Aid: Emergencies and calling for help First Aid: bites and stings Be kind online Cyberbullying Fake emails Making choices Influences Keeping safe out and about	**Year 3** Healthy Families Friendship conflict Friendship versus bullying Effective communication Learning who to trust Respecting differences in others Stereotyping – gender Stereotyping - age

Health and Wellbeing	Safety and the Changing Body	Families and Relationships
Year 3/4 **3)My Healthy Diary** **4) My happiness and Emotions** **3)Relaxation and stretches** **4)Relaxation and visualiation** **3)Wonderful Me and My superpowers** **4) Meaning and purpose: My role** **3) Resilience: breaking down barriers** **4)Celebrating Mistakes** **3) Diet and Dental Health** **4) Looking after our teeth** **3/4) Mental Health**	**Year 3/4** **3) Be Kind Online** **4) Internet safety: age restric.** **3)Cyberbullying** **4) Share aware and privacy and security** **3)Fake Emails** **4) Consuming information online** **3)Making choices and Influences** **4)Growing up** **3) Keeping safe out and about** **4) Tobacco** **3) First Aid x 2 lesson** **4) First Aid – asthma** **4) Introducing Puberty (only Y4)**	**Year 3/4** **3)Healthy Families** **4)Families in the wider world** **3) Friendship conflict** **4)healthy friendships** **3) Friendship vs bullying** **4) How my behaviour impacts others and bullying** **3) Effective communication** **4)Respect and Manners** **3) Learning who to trust** **4) Change and loss** **3/4) Respecting differences in others** **3) Stereotyping gender and age** **4) Stereotyping – gender and disability**
Year 3 My healthy diary Relaxation and stretches Wonderful me My superpowers Resilience: breaking down barriers Diet and dental health	**Year 3** First Aid: Emergencies and calling for help First Aid: bites and stings Be kind online Cyberbullying Fake emails Making choices Influences Keeping safe out and about	**Year 3** Healthy Families Friendship conflict Friendship versus bullying Effective communication Learning who to trust Respecting differences in others Stereotyping – gender Stereotyping - age
Year 4 Looking after our teeth Relaxation and visualisation Celebrating mistakes Meaning and purpose: my role My Happiness Emotions Mental Health	**Year 4** Internet safety: age restrictions Share aware First aid: asthma Privacy and secrecy Consuming information online Growing up Introducing puberty Tobacco	**Year 4** Respect and Manners Healthy friendships How my behaviour affects others Bullying Stereotypes – Gender Stereotypes – disability Families in the wider world Change and loss

Health and Wellbeing	Safety and the Changing Body	Families and Relationships
Year 4/5 **4) My happiness and Emotions** **5) Taking responsibility for my feelings** **4)Relaxation and visualiation** **5) Relaxation and yoga** **4) Meaning and purpose: My role** **5)Going for Goals** **4)Celebrating Mistakes** **5) Embracing failure** **4) Looking after our teeth** **5) Healthy Meals** **4) Mental Health** **5) Sun safety**	**Year 4/5** **4) Internet safety: age restric.** **5) Online friendships** **4) Share aware and privacy and security** **5) Staying safe online** **4) Consuming information online** **5) Puberty** **4)Growing up** **5) Menstruation** **4) Introducing Puberty (only Y4)** **5) Emotional changes in Puberty** **4) First Aid – asthma** **5) First Aid - Bleeding** **4) Tobacco** **5) Alcohol, drugs and tobacco: making decisions**	**Year 4/5** **4)Families in the wider world** **5) Family Life** **4)healthy friendships** **5) Build a fiend** **4) How my behaviour impacts others** **5) Friendship skills** **4) Bullying** **5) Bullying** **4)Respect and Manners** **5) Respecting myself** **4) Change and loss** **5) Marriage** **4) Stereotyping – gender and disability** **5) Stereotyping – gender, race and religion**
Year 4 Looking after our teeth Relaxation and visualisation Celebrating mistakes Meaning and purpose: my role My Happiness Emotions Mental Health	**Year 4** Internet safety: age restrictions Share aware First aid: asthma Privacy and secrecy Consuming information online Growing up Introducing puberty Tobacco	**Year 4** Respect and Manners Healthy friendships How my behaviour affects others Bullying Stereotypes – Gender Stereotypes – disability Families in the wider world Change and loss
Year 5 Relaxation and yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety	**Year 5** Online friendships Staying safe online Puberty Menstruation Emotional changes in puberty First Aid: Bleeding Alcohol, drugs and tobacco: making decisions	**Year 5** Build a friend Friendship skills Marriage Respecting myself Family life Bullying Stereotyping Gender Stereotypes: Race and religion]

Health and Wellbeing	Safety and the Changing Body	Families and Relationships
Year 6 What can I be? Relaxation and mindfulness Taking responsibility for my health The impact of technology on health Resilience toolbox Immunisation Good and bad habits Physical health concerns	**Year 6** Alcohol Critical digital consumers Social media Physical and emotional changes of puberty Conception (right to withdraw) Pregnancy (right to withdraw) First Aid: choking First Aid: Basic Life support	**Year 6** Respect Respectful relationships Stereotypes: attitudes Challenging stereotypes Resolving conflict Change and loss

Appendix 2: Statutory Relationships Education - By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability	Year 1 Families and relationships – Lesson 1 Year 2 Families and relationships – Lesson 1
	• 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	Year 1 Families and relationships – Lesson 1 Year 4 Families and relationships – Lesson 3
	• 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 for them	Year 2 Families and relationships – Lesson 2 Year 3 Families and relationships – Lesson 1 Year 4 Families and relationships – Lesson 1 & 7 Year 5 Families and relationships – Lesson 5
	• 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	Year 2 Families and relationships – Lesson 1 Year 3 Families and relationships – Lesson 1
	• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 2 Families and relationships – Lesson 2 Year 5 Families and relationships – Lesson 3
	• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 2 Families and relationships – Lesson 6 Year 3 Families and relationships – Lesson 1 Year 4 Families and relationships – Lesson 8 Year 5 Families and relationships – Lesson 5 Year 6 Families and relationships – Lesson 6

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends	Year 1 Families and relationships – Lesson 2 Year 1 Families and relationships – Lesson 4 Year 5 Families and relationships – Lesson 2
	• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Year 1 Families and relationships – Lesson 2 Year 1 Families and relationships – Lesson 3 Year 1 Families and relationships – Lesson 4 Year 4 Families and relationships – Lesson 3 Year 5 Families and relationships – Lesson 1
	• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Year 1 Families and relationships – Lesson 6 Year 2 Families and relationships – Lesson 3 Year 4 Families and relationships – Lesson 2
	• 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	Year 3 Families and relationships – Lesson 2 Year 5 Families and relationships – Lesson 2 Year 6 Families and relationships – Lesson 5
	• 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	Year 2 Families and relationships – Lesson 4 Year 3 Families and relationships – Lesson 5

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Respectful relationships	• 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	Year 3 Families and relationships – Lesson 6 Year 4 Families and relationships – Lesson 7
	• Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 1 Families and relationships – Lesson 3 & 5 Year 2 Families and relationships – Lesson 3 Year 3 Families and relationships – Lesson 4 Year 6 Families and relationships – Lesson 2
	• The conventions of courtesy and manners	Year 2 Families and relationships – Lesson 5 Year 4 Families and relationships – Lesson 1
	• The importance of self-respect and how this links to their own happiness	Year 2 Health and Well0being – Lesson 2 Year 4 Health and Wellbeing – Lesson 4 Year 5 Families and relationships – Lesson 4
	• 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	Year 6 Families and relationships – Lesson 1
	• 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	Year 3 Families and relationships – Lesson 3 Year 4 Families and relationships – Lesson 4 Year 5 Families and relationships – Lesson 6
	• What a stereotype is, and how stereotypes can be unfair, negative or destructive	Year 1 Families and relationships – Lesson 7 Year 2 Families and relationships – Lesson 7 Year 3 Families and relationships – Lesson 7 & 8 Year 4 Families and relationships – Lesson 5 & 6 Year 5 Families and relationships – Lesson 7 & 8 Year 6 Families and relationships – Lesson 3 & 4
	• The importance of permission-seeking and giving in relationships with friends, peers and adults	Year 4 Families and relationships – Lesson 2 Year 6 Families and relationships – Lesson 3

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not	Purple Mash and National Online Safety Lessons Year 2 - Safety and the changing body – Lesson 2 Year 6 - Safety and the changing body – Lesson 3
	• 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 •	Year 2 - Safety and the changing body – Lesson 2 Year 3 - Safety and the changing body – Lesson 3 Year 6 - Safety and the changing body – Lesson 3
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Year 3 - Safety and the changing body – Lesson 4 Year 5 - Safety and the changing body – Lesson 2
	• How to critically consider their online friendships and sources of information including awareness	Year 5 - Safety and the changing body – Lesson 1
	• How information and data is shared and used online	Year 4 - Safety and the changing body – Lesson 2

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 4 – Families and relationships – Lesson 2
	• 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	Year 2 - Safety and the changing body – Lesson 3 Year 4 - Safety and the changing body – Lesson 4
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Year 1 - Safety and the changing body – Lesson 5 Year 2 - Safety and the changing body – Lesson 4
	• How to respond safely and appropriately to adults they may encounter (in all contexts, including	Year 1- Safety and the changing body – Lesson 1.2.3
	• How to recognise and report feelings of being unsafe or feeling bad about any adult •	Year 1 - Safety and the changing body – Lesson 2 Year 2 - Safety and the changing body – Lesson 5 Year 4 - Safety and the changing body – Lesson 4 Year 5 - Safety and the changing body – Lesson 2
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard •	Year 1 - Safety and the changing body – Les. 1.2.3.5 Year 2 - Safety and the changing body – Lesson 2.3 Year 4 - Safety and the changing body – Les. 2,4,6,7 Year 5 - Safety and the changing body – Les. 2,3,4 Year 6 - Safety and the changing body – Les. 1,3 Year 1 – Families and relationships – Lesson 5 Year 2 – Families and relationships – Lesson 4 Year 3 – Families and relationships – Lesson 1,3 Year 4 – Families and relationships – Lesson 4.8 Year 6 – Families and relationships – Lesson 6 Year 4 – Health and well-being – Lesson 6 & 7 Year 6 – Health and well-being – Lesson 4 & 8
	• How to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 2 - Safety and the changing body – Lesson 4
	• Where to get advice e.g. family, school and/or other sources	Year 2 - Safety and the changing body – Lesson 5

Appendix 3 – Statutory Health Education – By the end of Primary School children should know:

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Mental Well-being	• that mental wellbeing is a normal part of daily life, in the same way as physical health	Year 1 – Health and well-being – Lesson 4 Year 2 – Health and well-being – Lesson 3 Year 3 – Health and well-being – Lesson 2,4,5 Year 4 – Health and well-being – Lesson 2,3,5 Year 5 – Health and well-being – Lesson 1,3 Year 6 – Health and well-being – Lesson 2,3
	• • 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.	Year 1 – Health and well-being – Lesson 1 Year 2 – Families and relationships – Lesson 6 Year 4 – Families and relationships – Lesson 8 Year 4 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 5 Year 6 – Families and relationships – Lesson 6
	• 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.	Year 1 – Health and well-being – Lesson 1 Year 2 – Families and relationships – Lesson 6 Year 2 – Health and wellbeing – Lesson 1 Year 4 – Families and relationships – Lesson 8 Year 6 – Families and relationships – Lesson 6
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.online) whom they do not know	Year 4 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 5
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Year 2 – Health and Wellbeing – Lesson 2 Year 6 – Health and Wellbeing – Lesson 3

	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Year 1 – Health and well-being – Lesson 4 Year 2 – Health and well-being – Lesson 3 Year 3 – Health and well-being – Lesson 1,2 Year 4 – Health and well-being – Lesson 2,5 Year 5 – Health and well-being – Lesson 1 Year 6 – Health and well-being – Lesson 2,3
	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Year 3- Health and Wellbeing – Lesson 3
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Year 3- Safety and the changing body – Lesson 4 Year 6- Safety and the changing body – Lesson 3
	• 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).	Year 3- Health and Wellbeing – Lesson 3 Year 4- Health and Wellbeing – Lesson 7 Year 6- Health and Wellbeing – Lesson 3
	• 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 4- Health and Wellbeing – Lesson 7 Year 6- Health and Wellbeing – Lesson 3

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits	Year 2 - Safety and the changing body – Lesson 1 Year 3 - Safety and the changing body – Lesson 4 Year 4 - Safety and the changing body – Lesson 2
	• 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.	Year 6 – Health and wellbeing – Lesson 4
	• 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.	Year 2 - Safety and the changing body – Lesson 2 Year 3 - Safety and the changing body – Lesson 3 Year 4 - Safety and the changing body – Lesson 2 Year 5 - Safety and the changing body – Lesson 5 Year 6 - Safety and the changing body – Lesson 3
	• why social media, some computer games and online gaming, for example, are age restricted.	Year 4 - Safety and the changing body – Lesson 1 Year 6 - Health and wellbeing – Lesson 4
	• 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.	Year 3 - Safety and the changing body – Lesson 4 Year 5 - Safety and the changing body – Lesson 2 Year 6 - Safety and the changing body – Lesson 3
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Year 3 - Safety and the changing body – Lesson 5 Year 4 - Safety and the changing body – Lesson 5 Year 6 - Safety and the changing body – Lesson 2
	• where and how to report concerns and get support with issues online.	Year 3 - Safety and the changing body – Lesson 4,5 Year 4 - Safety and the changing body – Lesson 2 Year 5 - Safety and the changing body – Lesson 2

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Physical health and fitness and healthy eating	• the characteristics and mental and physical benefits of an active lifestyle.	Year 3 – Health and well-being – Lesson 1 Year 6 – Health and well-being – Lesson 7
	• 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.	Year 2 – Health and well-being – Lesson 2 Year 3 – Health and well-being – Lesson 1
	• the risks associated with an inactive lifestyle (including obesity).	Year 3 – Health and well-being – Lesson 1 Year 6 – Health and well-being – Lesson 7
	• how and when to seek support including which adults to speak to in school if they are worried about their health.	Year 6 – Health and well-being – Lesson 8
	• what constitutes a healthy diet (including understanding calories and other nutritional content).	Year 2 – Health and well-being – Lesson 6 Year 3 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 6
	• the principles of planning and preparing a range of healthy meals.	Year 2 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 6
	• 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).	Year 2 – Health and well-being – Lesson 6 Year 3 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 6 Year 6 – Health and well-being – Lesson 7
Changing Adolescent Body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Year 4 - Safety and the changing body – Lesson 6 & 7 Year 5 - Safety and the changing body – Lesson 3,4,5 Year 6 - Safety and the changing body – Lesson 4
	• about menstrual wellbeing including the key facts about the menstrual cycle	Year 5 - Safety and the changing body – Lesson 4 Year 6 - Safety and the changing body – Lesson 5

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Drugs, alcohol and tobacco – Health and prevention – Basic First Aid	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Year 1 - Safety and the changing body – Lesson 6 Year 2 - Safety and the changing body – Lesson 8 Year 3 - Safety and the changing body – Lesson 6 & 7 Year 4 - Safety and the changing body – Lesson 8 Year 5 - Safety and the changing body – Lesson 7 Year 6 - Safety and the changing body – Lesson 1
	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Year 6 – Health and well-being – Lesson 8
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Year 1 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 7
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Year 1 – Health and well-being – Lesson 3 Year 5 – Health and well-being – Lesson 2
	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Year 2 – Health and well-being – Lesson 7 Year 3 – Health and well-being – Lesson 6 Year 4 – Health and well-being – Lesson 1
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Year 1 – Health and well-being – Lesson 5 Year 6 – Health and well-being – Lesson 6
	• the facts and science relating to allergies, immunisation and vaccination.	Year 1 – Health and well-being – Lesson 7 Year 6 – Health and well-being – Lesson 6
	• how to make a clear and efficient call to emergency services if necessary.	Year 1 - Safety and the changing body – Lesson 4 Year 3 - Safety and the changing body – Lesson 1,2 Year 4 - Safety and the changing body – Lesson 3 Year 4 - Safety and the changing body – Lesson 3 Year 5 - Safety and the changing body – Lesson 6 Year 6 - Safety and the changing body – Lesson 7 & 8
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Year 3 - Safety and the changing body – Lesson 1,2 Year 4 - Safety and the changing body – Lesson 3 Year 5 - Safety and the changing body – Lesson 6 Year 6 - Safety and the changing body – Lesson 7 & 8

Appendix 3 – ACT RIGHT Year group expectations

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Resilience	• I can talk about my feelings	• I can talk about my feelings and identify what is making me feel that way	• I can think about what to do when my feelings are uncomfortable to help me feel better • I can identify what I am successful at to help me believe in myself.	• I can begin to control my impulses • I can use positive self-talk to be optimistic	• I can be flexible and think of different ways I could solve a problem (Plan A, B, C) • I can use empathy to help me respond to others people's feelings.	• I can face things I am worried about or fearful of to help me overcome fears with support. • I can resist the temptation to be influenced by others negatively and know that I can entitled to my own opinion. • I can be flexible and think of different ways I could solve a problem (Plan A, B, C)	• I can resist the temptation to be influenced by others negatively and know that I can entitled to my own opinion. • I can use a range of techniques to help me process my feelings so that they do not overwhelm me and to partake in and combat challenges with reduced anxiety or fear. • I can recognise respond to my feelings, use positive self-talk and reach out for support. • I can resist peer-pressure and negative influences online and in the media.
Independence	• I can look after my things in school.	• I can get dressed on my own. • I can tie my laces. • I can follow school rules	• I can use the 6 Bs when I get stuck in class. • I can follow school rules for behaviour and learning.	• I can remember to do my homework by myself without an adult telling me • I can use initiative and my knowledge of routines to complete tasks without being reminded. • I can self-motivate and try my best • I can read and follow instructions that are oral and written accurately.		• I can use initiative to help others and adults in school without always being asked • I can be resourceful when supporting my own learning (range of equipment and resources) • I can self-motivate and try my best • I can remember to do my homework.	
Good Communication	• I can use my manners consistently (please and thank you) • I can use kind words with my friends • I can say sorry if I make a mistake • I can talk to an adult if something is making me feel sad	• I can use my manners consistently (please and thank you) • I can talk to an adult if I see/hear or experience unkindness, prejudice or discrimination in my school. • I can share my ideas in class. • I can apologise and forgive.		• I can talk to an adult if I see/hear or experience unkindness, prejudice or discrimination in my school. • I can think carefully about my body language and how it might be interpreted by someone else. • I can resolve disputes through expressing my own viewpoint and respecting the viewpoint of someone else. • I can apologise and forgive.		• I can begin to compromise to solve disputes. I can ask an adult to help me if I need to. • I can communicate my ideas in class clearly and confidently and be respectful of the differing views of others. • I can talk to an adult if I see/hear or experience unkindness, prejudice or discrimination in my school.	• I can report unkindness, bullying, prejudice or discrimination if I witness it in my school or experience it myself. I understand that this is not tolerated at Leigh Primary School. • I can communicate my ideas in a range of situations including to adults, my class, my peers and younger children – adapting how I communicate dependent upon my audience. • I can communicate my own opinion with confidence and respect those of others. • I can debate issues confidently, listen and respond to the views of others respectfully. • I can use compromise to solve disputes and disagreements.

Healthy bodies/minds	• I can bring in a health snack/lunch • I can brush my teeth • I can wash daily • I can go to bed on time • I can talk to an adult if I am worried.			• I can address any worries with an adult using the worry box or another method • I can eat healthy including bringing in a health snack/lunch • I can exercise daily • I can report anything I see online that worries me • I can follow online safety rules		• I can resist pressure to engage in unhealthy behaviour • I can report anything I see online that worries me • I can follow online safety rules • I can address any worries with an adult using the worry box or another method
Teamwork	• I can share • I can take turns	• I can share • I can take turns • I can stay with my team • I can share my ideas • I can listen to ideas	• I can share my ideas • I can listen to ideas • I know when we work together we can achieve more! • In a group I can share out jobs/roles	• In a group I can share out jobs/roles when planning a team task • I can support my team and encourage others celebrating that everyone has different skills • In a group I can help to nominate a captain/leader who can ensure everyone is included	• I can resolve conflict through compromise or democratic vote. • I can begin to time manage effectively to complete a task in a team. • I can support my team and encourage others celebrating that everyone has different skills • In a group I can help to nominate a captain/leader who can ensure everyone is included	• I can support my team and encourage others celebrating that everyone has different skills • In a group I can help to nominate a captain/leader who can ensure everyone is included • I can resolve conflict through compromise or democratic vote. • I can begin to time manage effectively to complete a task in a team.

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	