

File: **Curriculum PSHE**

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PSHE

(Personal, Social, Health and Economic)

Education Policy

Including:

Relationships Education

Sex Education

Health Education

Drug Education and Drug Related Incidents

Citizenship

February 2024

Samuel Allsopp Primary and Nursery School



Samuel Allsopp

Primary & Nursery School

1. Introduction

The National Curriculum framework states that all schools should make provision for PSHE, drawing on good practice. Our school aims to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for opportunities, responsibilities and experiences of life as set out in section 78 of the Education Act 2002. This policy outlines the purpose, nature and management of PSHE within our school and includes Relationships Education and Health Education, which are statutory from September 2020 in all state primary schools.

The Secretary of State (2019) has shared the following, "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Therefore, we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

Our primary school has over 400 pupils on roll and is situated over two sites. Most of our families are from a minority ethnic community, and over 80% of our pupils are bilingual or multilingual. Many of our families are first generation so a high priority is given to support family learning. There is a whole school commitment to continually raising attainment and a strong commitment to inclusion. The school also includes a 25-place centre for KS1 and KS2 aged children with speech, language and communication needs (SLCN).

This policy is developing in consultation with staff, pupils and parents. The consultation and policy development process involve 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 will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy in Autumn 2024
4. Pupil consultation – we investigate what exactly pupils want
5. Ratification – once amendments are made, the policy will be shared with governors and ratified

PSHE is concerned with a child's personal development and identity and includes the following:

- **Relationships Education (now statutory as of September 2020)**

Relationships Education starts in early in primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school, so it is important that all pupils know what to expect before it happens.

Parents and carers are the prime educators for children on many of these matters. Our school's role is to complement and reinforce this teaching.

The key building blocks of Relationships Education are healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment

and help young people to become successful and happy adults who make a meaningful contribution to society.

Good quality Relationships Education promotes the core values of respect, love and care. It also provides the opportunity for children to reflect on their own attitudes and beliefs and those of their peers and others.

Relationships education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Relationships Education involves a combination of sharing information and exploring issues and values. Relationships Education is not about the promotion of sexual activity. Relationships Education includes:

- Families and people who care for me
- Different types of families; stable and caring relationships
- Marriage
- Caring and respectful friendships and relationships
- Bullying
- Stereotypes and permission seeking
- Online relationships
- Being safe

All of this content supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

- **Sex Education**

As a primary school, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science National Curriculum (Key Stages 1-4). All state funded schools must have 'due regard' to the Secretary of State's guidance on Sex Education (DfEE, 2000). This states that:

'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes.' (1.13)

Children should learn 'how a baby is conceived and born' before they leave primary school.' (1.1)

- **Mental and Physical Health Education (includes the Science statutory curriculum)**

Physical health and mental wellbeing are interlinked...it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. Effective teaching should aim to reduce stigma attached to health issues, those to do with mental wellbeing.

Mental and Physical Health Education includes:

- Mental wellbeing
- Bullying
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid and call emergency services
- Changing adolescent body
- Drug Education

Schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities (DfE, 2012).

- **Citizenship**

Citizenship education is a planned and progressive programme of learning through which children learn how to become active, informed and responsible citizens. For a democracy to be successful it needs citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. The knowledge, skills and attitudes which enable this needs to be learnt both in formal education and also real-life experiences. Citizenship considers the child's place in society and how that society works.

Links with Other Policies

Other whole school policies contribute to the personal, social and emotional development of pupils.

- Religious Education
- Single Equality
- Inclusion and Special Needs
- Safeguarding
- Physical Education
- Behaviour and Anti-bullying
- Science
- Healthy Eating

Legal Content

PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

From September 2020, the following will be statutory in all primary schools:

- Relationships Education
- Health Education

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

Keeping Children Safe in Education (KCSIE) 2019 includes the following:

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, always, what is in the best interests of the child.
- All staff have a responsibility to provide a safe environment in which children can learn.
- Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 36-47. Staff should expect to support social workers and other agencies following any referral.

The Children and Social Work Act 2017 (the Act) is intended to improve support for looked after children and care leavers, promote the welfare and safeguarding of children, and make provisions about the regulation of social workers.

2. Strategic Approach to PSHE education

Aims and Objectives

PSHE is a planned and progressive programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives and contribute positively to society, now and in the future. As part of a whole school approach, PSHE education teaches pupils about the qualities and attributes they need to thrive as individuals, family members and members of the local community and wider society. All of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. Our vision of PSHE at Victoria is to teach children to be safe, show respect and be prepared for life in the world and this is reflected in the values and ethos of the school. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the community. The school aims to create a safe, supportive, caring community for everyone, including pupils, staff, parents and governors. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities.

Including

The aims of PSHE are to enable children to:

- Take responsibility for their actions through agreement of school codes
- Recognise and respect differences between people
- Elect school council in a democratic manner
- Learn to work together as part of a team
- Develop confidence and responsibility, making the most of their abilities
- Prepare to play an active role as a citizen
- Develop a healthier and safer lifestyle, including an online presence

The aims of drug Education are to:

- Teach children the skills to resist pressure to misuse drugs and make informed choices
- Develop self-esteem, confidence and assertiveness
- Promote healthy lifestyles and positive attitudes towards themselves and others
- Inform children with accurate and honest information about the use and misuse of legal and illegal drugs
- Ensure the school and its governing body are aware of its responsibilities regarding drug related incidents and that there are appropriate, specific strategies and procedures for dealing with drug related incidents (see Drug Related Incidents later in this policy)

The aims of Relationships and Health Education 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
- Ensure pupils understand the importance of equality and respect
- Develop personal attributes including kindness, integrity, generosity, and honesty
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Make sound decisions when facing risks, challenges and complex contexts
- Develop resilience, to know how and when to ask for help, and to know where to access support
- Make informed decisions about their wellbeing, health and relationships and to build their self-efficacy

Roles and Responsibilities

Governing Board

As well as fulfilling legal obligations governing boards should:

- Enable all pupils to make progress in achieving expected education outcomes
- Ensure the subjects are well led, effectively managed and well-planned
- Ensure the quality of provision is subject to regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Ensure clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Review and make final approval of the PSHE policy and hold the headteacher to account for its implementation

The Headteacher

- The headteacher is responsible for ensuring that PSHE, including Relationships Education is taught consistently across the school
- Managing requests to withdraw pupils from sex education beyond the national curriculum for science.

Subject Leadership

The PSHE lead is responsible for:

- Monitoring the teaching and learning of PSHE
- Updating the PSHE policy every two years
- Overseeing and implementing the PSHE policy and new statutory learning
- Updating and cascading information back to colleagues
- Liaising with the schools' Inclusion and ICT teams
- Updating and maintaining PSHE display boards of children's learning
- Promoting PSHE with staff, pupils, parents/carers and governors
- Keeping up to date with local and national developments
- Reviewing, monitoring and evaluating the provision and the practice of PSHE
- Monitors planning, checking for clarity of outcomes and aspects of differentiation
- Discussing PSHE with pupils for clarity of progress and learning
- Setting overall targets for improvement
- Preparing a subject action plan, including short and long-term targets which build on existing practice and strives for continuous improvement
- Leading curriculum development and ensuring staff development through courses, in-house meetings and training
- Supporting teachers and staff
- Ensuring parents/carers and children are involved in the process

Staff

Staff are responsible for:

- Delivering PSHE, including Relationships Education and Health Education in a sensitive way
- Provide a safe environment in which children can learn (KCSIE 2019)
- Know about (and feel confident to use) school safeguarding systems (KCSIE 2019)
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from Sex Education

Staff do not have the right to opt out of teaching any component of PSHE, including Relationships Education and Health Education. Staff who have concerns about teaching any aspect are encouraged to discuss this with the headteacher.

As of September 2020, all PSHE, including Relationships Education and Health Education will be taught by the class teacher.

Pupils

Pupils are expected to engage fully in PSHE and treat others with respect and sensitivity.

Parents/Carers

The role of parents in the development of their children's understanding about PSHE and Relationships Education is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Teachers should ensure that parents know what will be taught and when through posting curriculum information on the school's website. The year 6 teacher needs to clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all sex education delivered during year 6.

Parents should be given every opportunity to understand the purpose and content of the statutory Relationships Education. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Parents are invited into school to discuss what is being taught, address any concerns and help support them in managing conversations with their children on these issues. This is an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

Curriculum Organisation

The teaching of PSHE can be identified in the school timetable as follows:

- Within topics for years 1-6, covering aspects of the Science curriculum. In the Early Years, the desirable outcomes relating to life and living process are covered.
- Within topics, covering aspects of the personal, social, health and economic education (PSHE) scheme of work for years 1-6. In the Early Years, the focus is about self-discovery and relationships.
- Within Health, Fitness & Safety week, and visits from other outside agencies.
- Within Physical Education lessons, covering aspects of the general requirements of PE. Also covering the programmes of study within games, gymnastic activities, dance activities, athletic activities, outdoor and adventurous activities and swimming.
- Within RE, covering aspects of celebrations, beliefs and inspirational people.
- Within Commando Joe's program of learning which provides the children with a character learning journey where they explore being in a team. Commando Joe's stretches the children's physical and thinking skills with different tasks which challenge the children using the ideas of the RESPECT acronym.
R - Resilience
E - Empathy
S - Self-awareness
P - Passion
E - Excellence
C - Communication
T - Teamwork
- Within ICT, covering aspects of on-line safety, personal data and scams.

Primary science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they also learn about the changes experienced in puberty. The programmes of study

are set out year by year according to the National Curriculum, but content may be introduced earlier if relevant to the pupils' needs.

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned program or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

The Relations Education focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place during secondary school.

The new statutory Relationships Education requirements are already fully integrated into our PSHE curriculum and align well with the statutory Science curriculum.

Sex education is not compulsory in primary schools and is only taught at our school in year 6 as stand-alone lessons. Parents will be contacted by letter before these lessons as parents have the option to withdraw their children using the withdraw form located in Appendix 3.

Primary sex education in year 6 will focus on:

- Information relating to conception
- Dispel myths related to how humans are created

Equality and Inclusion

Pupils' personal, social and emotional development can be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we:

- see pupils as young people who can be trusted, shown respect and valued
- value democratic processes for both staff and pupils
- encourage parents to value education and see it as a partnership between home and school
- treat everyone in school with respect
- encourage open and assertive communication between staff, pupils and parents, so that all feel their views can be expressed and listened to
- implement policies, which support the personal, social and emotional development of the pupil
- maintain a 'you can do it' attitude and celebrate the achievements of pupils and staff
- deal with unacceptable behaviour in a way that condemns the behaviour and not the person
- encourage cooperative ways of working between staff and pupils
- develop a classroom environment that is welcoming, supportive and helps pupils to feel valued – also a safe and secure classroom is conducive to good learning

The Staff and Governors of Victoria community School believe that:

- Inclusion is an ongoing process by which the caring and learning environment is constantly monitored and adapted to meet the needs of all our pupils.
- All our pupils are entitled to support in fulfilling their own potential in terms of academic, physical, cultural, social, emotional and moral development.
- We recognise that ALL our pupils are individuals with their own characteristics, strengths, weaknesses and learning needs.
- Our policies and practices will therefore, take account of the diverse needs and talents of our pupils.

- Pupils with additional emotional, social or learning needs should have access to high quality education and support appropriate to their needs.

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

At Victoria, we foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through PSHE and as part of a whole-school approach.

The religious background of all pupils must be considered when planning teaching, so that the topics that are included in the core content in this policy are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. All schools may teach about faith perspectives. We are aware of issues such as everyday sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: marriage consent, including the age of consent, violence against women and girls, online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.), pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism/radicalisation, criminal exploitation (for example, through gang involvement or 'county lines' drugs operations), hate crime and female genital mutilation (FGM)

PSHE, including Relationships Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. PSHE and Relationships Education can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

In teaching Relationships Education, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Our teaching is sensitive and age appropriate in approach and content. During year 3 in PSHE, pupils are introduced to different types of families; with one type of family being LGBT (Lesbian, Gay, Bisexual and Transgender (LGBT)). This content is fully integrated into our programs of study and is not delivered as a standalone unit or lesson. All pupils are expected to have been taught LGBT content at a timely point as part of the Relationships Education area of the curriculum.

Internet and Social Media

For many young people, the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and are likely to be spending a substantial amount of time online. Where topics and issues are likely to be encountered by pupils online, teachers take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

More broadly, the internet and social media have other important characteristics which young people should be aware of to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate.

Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Teachers should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.

Right to withdraw

The government guidance on Relationships Education (DfEE2000) emphasises the importance of schools working in partnership with parents. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school Sex Education taught outside the National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools.

Parents have a legal right to see the school PSHE policy which includes information about Relationships Education, and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Parents do not have the right to withdraw their children from Relationships Education. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring and Evaluating

The delivery of Relationships Education is monitored by the PSHE leader through pupil book trawls and pupil voice. This information is recorded and fed back to the school's management team.

Key aspects of Relationships Education and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.

Drug Related Incidents

A drug related incident may involve legal and illegal substances. For example, alcohol, tobacco, solvents, adhesives, aerosol gases, cigarette lighter fuel, ecstasy, cocaine, heroin, amphetamines, cannabis, etc. A drug related incident may involve:

- substances found on premises
- discarded materials and substances found on premises
- pupils found in possession of illegal substances
- pupils found supplying or sharing illegal substances
- pupils found to be using substances on premises
- pupils exposed to others misusing any of the above

Responsibilities of the School

- Teachers and non-teaching staff should be alert to the warning signs which may indicate that a pupil is misusing drugs.
- Drug education may involve a wide range of teaching approaches and is often best taught where children can discuss openly, express their anxieties in a non-threatening environment and have the opportunity to be listened to. It is also the policy of the school to work hard at building children's self-esteem since it is known that high self-esteem minimises the long-term harm to youngsters.
- As part of general responsibility for health and safety, schools should ensure careful control and safe movement and storage of volatile substances and medicines on school premises.
- Teachers should be prepared to deal with a drug related medical emergency by calling on a trained first aider, if available and calling for professional medical help.
- The school and its staff have a responsibility to support families and siblings of children involved in drug related incidents.
- The Headteacher should be notified immediately of any drug related incident. Parents will be contacted as soon as possible.
- Police will be informed when illegal substances are found in a child's possession or on the school premises. Substances should be passed onto the police for identification.
- Concerns and incidents should be recorded by staff following child protection procedures.

Where a member of staff is aware of possible criminal activity outside of school premises, the police should be informed or consulted, in the interests of safeguarding the health and safety of young people in the area. This may include the supply of illegal drugs or evidence of supplying alcohol or solvents to minors. The non-emergency Police contact number: 101.

Any incident involving the misuse of drugs will consider:

- The age and maturity of the pupil
- The means by which the substance is acquired
- The intention of the pupil and the circumstances of the incident
- Method and frequency of use
- The nature and legal status of the substance involved
- Any previous incidents of drug misuse by the pupil
- Action being taken through the criminal justice system
- The availability of support for the pupils and family from other agencies

The Headteacher in partnership with the Governing Body will consider drug related incidents on an individual basis. These may include:

- Possession of legal/illegal drugs
- Individual use of legal/illegal drugs
- Selling or sharing drugs with other pupils

Sanctions will be considered with individual cases. These may include exclusions within a permanent or fixed term basis. In both cases the school realises its responsibility in ensuring the pupil and their family are supported by the appropriate outside agencies. (See Behaviour Policy and DfE and ACPO 2012, *Drug Advice for Schools*).

Safeguarding and Support

At the heart of PSHE there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE 2019) sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. All staff know what to do if a pupil discloses that they are being abused or neglected or are witnessing abuse. Staff also know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead. Staff should never promise a

child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. See Safeguarding policy for further information.

Professional Development

Staff are trained on the delivery of PSHE (including Relationships Education and Health Education) as part of their induction from the PSHE Lead. The headteacher may also invite visitors from outside the school to provide support and training to staff.

Teaching and Learning

Curriculum Content and Approaches

Our PSHE curriculum is set out for each year group as per Appendix 1.

We are using the Staffordshire Entrust PSHE Education Scheme of Work for years 1-6. The scheme is a planned and progressive and incorporates the statutory Relationships Education and Health education curriculum requirements. The scheme is assessable in paper format or on our school computer network (Staff Share: T, Subject Areas, PSHE, Scheme of Work). There are six main themes within the scheme as follows:

- Me and My School
- Me and My Safety
- Happy and Healthy Me
- Me and Other People
- Me in the World
- Me and My Relationships

If pupils ask questions outside the scope of this curriculum, teachers will respond in an appropriate manner, so pupils are fully informed and do not seek answers elsewhere. Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils.

Relationships Education

The new statutory Relationships Education curriculum 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

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less-positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. See ICT policy for more information.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around

them; e.g. looked after children or young carers. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Sex Education

Pupils in year 6 receive stand-alone sex education sessions, taught to each gender group. This teaching involves factual information about conception and should dispel myths related to how humans are created. Parents/Carers have the right to withdraw their child from these lessons. See Appendix 3 for withdraw form.

Health Education

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils. Puberty, including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Drug Education

Drug education is taught as part of the Science and PSHE curriculum. At Key Stage 1, children are required to know about the roles of drugs as medicines. At Key Stage 2, children are required to know that tobacco, alcohol and other drugs can have harmful effects. This is enhanced within the PSHE scheme of work where children learn about their own safety and others when dealing with medicines, dangerous and harmful substances around the home, including detergents and solvents.

Suggested Teaching Resources

We are using the Staffordshire Entrust PSHE Education Scheme of Work for years 1-6. The scheme is assessable in paper format or on our school computer network (Staff Share: T, Subject Areas, PSHE, Scheme of Work).

Additional resources are listed in Appendix 4: Suggested Teaching Resources.

Use of External Agencies

The school leads the programme but outside visitors have a role if they can provide unique and valuable learning opportunities. There is a school protocol involving outside visitors. These are the guidelines for staff on confidentiality and handling sensitive and controversial issues. Please see Child Protection Policy for details.

Assessment and Reporting

We have the same high expectations of the quality of pupils' work in PSHE as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, and assessments used to identify where pupils need extra support or intervention. Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, questioning, quizzes, written assignments or self-evaluations, to capture progress. Pupils' development is constantly monitored by class teachers as part of our internal assessment system.

Pupils also reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. The process of self-assessment has a positive impact on pupils' self-awareness and self-esteem.

At Samuel Allsopp Primary and Nursery School we record progress through termly tracking and report to parents at regular parent consultation evenings. Celebration of achievement contributes to building pupils' self-esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupils' sense of pride.

Other

This policy is available on the school's website and a copy can be made available upon request at the school office. This policy will be reviewed by the PSHE leader every two years. At every review, the policy will need approval by the governing board.

Appendix Content

- Appendix 1: Curriculum Map
- Appendix 2: Expected Outcomes
- Appendix 3: Parent/Carer Withdraw form from sex education
- Appendix 4: Suggested Teaching Resources

Appendix 1: Curriculum map

PSHE Curriculum (with corresponding Science topics)

YEAR GROUP	OBJECTIVES	SCIENCE TOPICS
Foundation Stage	<p>We teach PSHE in Nursery and Reception Classes as an integral part of the topic work covered during the year. As the Nursery and Reception Classes are part of the Early Years Foundation Stage, we relate the PSHE aspects of the children’s work to the objectives set out in the Early Years Foundation Stage curriculum (Personal, Social and Emotional Development, DfE, 2012). We also support Citizenship education in Nursery and Reception Classes when we develop a child’s Understanding of the World (DfE 2012).</p>	
Year 1	<p>Know about people who can help them to stay safe Consider social and moral decisions Recognise human needs Understand the contribution that people make to the school Understand they belong to various groups and communities Understand that there are different types of teasing and bullying and how to get help Learn to listen to others and co-operate with them Understand how a class meeting works Know the correct names for parts of the body Know about the process of growing from young to old and how needs/responsibilities change Recognise and value similarities and differences between people Know that families are all different, but they are all special Begin to understand friendship Understand the difference between good and bad secrets Explore choices, influences and decision making Learn the importance and roles of special people at home and school Begin to develop own thoughts and beliefs</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>

<p>Year 2</p>	<p>Recognise that they share a responsibility for keeping themselves and others safe Explore secrets and surprises; not keep secrets about things that make us unhappy Know who to turn to for help if they are worried about something Recognise how to develop and maintain a variety of relationships</p> <ul style="list-style-type: none"> • Play and work co-operatively • Share thoughts and feelings • Resolve simple arguments • Recognise teasing and bullying • Learn how to resist teasing and bullying • Say who to go to for help <p>Understand that relationships change for a variety of reasons Know they are similar but different; that they have specific likes and dislikes Express themselves in different ways Begin to develop an understanding that adults follow rules Understand the role and contribution of the School Council to the life of the school Name body parts (including nipples, vulva, penis, testicles) Understand the importance of maintaining personal hygiene Learn how diseases are spread and own responsibility to limit and avoid infection Understand that choices we make affect our health and well-being Understand that boys and girls can be different Understand and respect the range of families in society today Understand and respect racial diversity in Britain today Learn to recognise own feelings and feelings of others Understand that special occasions are celebrated differently by families and communities Recognise leaders in the family, school and community Identify that some people belong to a religion</p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food, air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
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<p>Year 3</p>	<p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Understand what being part of a community means locally and nationally Respect equality and be a productive member of a diverse community Recognise the differences between males and females Learn the names of body parts (including penis, testicles, breasts, vulva, vagina and womb) Recognise the different types of families Recognise the features of a positive friendship Know how to resolve arguments Know how to get help if someone is hurt Understand how to manage money and be a critical consumer Use basic techniques for resisting pressure to do wrong Begin to understand the concept of keeping something confidential or secret, when it is right or wrong Begin to make responsible choices Learn to meet and talk to other people Recognise own worth and face challenges in a positive way Learn that faith and behaviour are linked Begin to understand 'right' and 'wrong'</p>	<p>Identify that animals, including humans, need the right types of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>
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<p>Year 4</p>	<p>Understand bacteria and viruses and how they affect our health Understand that medicines are drugs and their potential dangers if used incorrectly Understand that common substances (including tobacco) can damage their immediate health and safety Understand that there are different kinds of responsibilities, rights and duties at home, at school in the community and towards the environment Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Respect equality and be a productive member of a diverse community To understand the human life cycle and how the body changes Introduce some basic physical changes for boys and girls that occur during puberty Consider how they have already changed and how they might look in the future Recognise that changes are a natural part of growing up Learn new strategies to express feelings Know that there are 'safe' and 'unsafe' touches Understand that people they know could be a potential threat Understand that loss and change are a natural part of life's experiences Identify that although individuals experience conflict and anger there are peaceful resolutions of friendship disputes Think about how behaviour affects others Know we must take responsibility for own actions Participate in school's decision-making process, school council and voting Understand the role of local councillors and the local MP Understand the importance of protecting personal information (passwords, addresses and images) Recognise their increasing independence brings increased responsibility to keep themselves and others safe Be aware of inspirational people in the world and use them as an inspiration to improve one's own life Know that becoming an adult is important in many religions as it is a time of commitment</p>	<p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>
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<p>Year 5</p>	<p>Understand other people's experiences Appreciate range of national, regional, religious, ethnic identities in the United Kingdom Participate in school's decision-making process Know what democracy is and the basic institutions that support it locally and nationally Know why and how rules and laws are made and enforced and take part in making and changing laws Recognise risks and how to act responsibly Use basic techniques to resist peer pressure to do something dangerous, unhealthy, uncomfortable or wrong Recognise people who are responsible for helping them stay healthy and keep safe Recognise what makes a healthy lifestyle Recognise positive and negative impacts on their health Explore emotional and physical changes that occur during puberty Know why menstruation happens Discuss concerns surrounding menstruation Know and discuss how to manage menstruation (possibly a girl-only group) Recognise and challenge gender stereotyping Understand the impact of the media on forming attitudes Know the importance of keeping clean during puberty Appreciate the value of friendship and the importance of building good friendships throughout life Know that some secrets are unhealthy and asking for help is alright Investigate the importance of marriage and what it means to different people Discuss fairness and justice Recognise financial inequality in the world and the importance of money in comparison to other things</p>	<p>Describe the changes as humans develop to old age</p> <p>Draw a timeline to indicate stages in the growth and development of humans</p> <p>Learn about the changes experienced in puberty</p> <p>Work scientifically by researching gestational periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</p>
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<p>Year 6</p>	<p>Look at attitudes and beliefs held by some people about the roles played by men and women in society Look at attitudes and beliefs held by some people about race Look at skills and strategies needed as puberty is approached Think about the lives of people living in other times and places and those with different values and customs Recognise and challenge stereotypes Consider moral, social and emotional dilemmas Understand which commonly available substances and drugs are legal or illegal and their effects and risks Recognise that pressure to behave in unacceptable ways can come from a variety of sources Learn how to ask for help and use basic techniques for resisting pressure to do wrong Find information and advice through helplines and understand about welfare systems in society Understand the role of voluntary, community and pressure groups Understand ways to take responsibility for own actions Recognise their worth as individuals and that they are entitled to their own beliefs and ideas Identify different kinds of responsibilities and rights in the home, school and community Consolidate understanding of the emotional and physical changes that occur during puberty and how to manage them Be more familiar with the internal organs and their functions Consolidate understanding of menstruation and the menstruation cycle Understand what makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health, how to make informed choices Be aware of death and bereavement and ask important questions Be able to recognise similarities and differences in their communities Provide factual information relating to conception (Sex Education) Dispel myths related to how humans are created (Sex Education)</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged- including how some drugs and other substances can be harmful to the human body</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</p> <p>Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</p>
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Appendix 2: Expectations by the end of Primary school

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
Mental Wellbeing	<ul style="list-style-type: none"> • Being mentally well is essential • There are a range of emotions • How to recognise and talk about emotions • There are appropriate and proportionate behaviours • There are activities to support mental wellbeing • Self-care is an important element of mental wellbeing • About the impact of isolation • How to define bullying • Where to seek support for mental ill health

TOPIC	PUPILS SHOULD KNOW
Internet Safety and Harms	<ul style="list-style-type: none"> • About the benefits of using the Internet • To be aware of time spent online • Be aware of the effect of actions while on the Internet • The importance of age restrictions • To be aware of the negatives of the Internet • How to be a discerning consumer and reporting concerns
Physical Health and Safety	<ul style="list-style-type: none"> • The characteristics and benefits of an active lifestyle • The benefits of activity • The importance of building regular exercise into daily and weekly routines and how to achieve this • 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	<ul style="list-style-type: none"> • 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 and other behaviours
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> • Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and learning • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • The importance of personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing • The facts and science relating to allergies, immunisations and vaccinations
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of first aid, for example dealing with common injuries, including head injuries

TOPIC	PUPILS SHOULD KNOW
Human Body	<ul style="list-style-type: none"> • And use correct names of body parts • About the process of growing from young to old and how needs/responsibilities change • That humans have offspring • Basic differences between males and females • About their teeth and aware of preventative care • Every human needs a skeleton to support the body • That the human body has internal organs with functions • That death is part of the human life cycle
Changing Adolescent Body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9-11 • that every person will experience puberty • About the physical and emotional changes during puberty • Menstruation is part of puberty for females • How to manage menstruation • Skills and strategies needed as puberty is approached • That there are myths related to how humans are created and have factual information about conception (Sex Education)
Economic Wellbeing	<ul style="list-style-type: none"> • What money is and how money is used in the world • And recognise financial inequality in the world and the importance of money in comparison to other things
Self-Awareness	<ul style="list-style-type: none"> • They are individuals with minds of their own and able to develop their own opinions about the world • Everyone is equal • They can choose to achieve their personal goals • How to recognise and challenge gender stereotyping or racism • That tolerance and accepting one another is the way forward
Citizenship	<ul style="list-style-type: none"> • And be able to discuss fairness and justice • How to participate in school's decision-making process • What democracy is and the basic institutions that support it locally and nationally • Why and how rules and laws are made and enforced and take part in making and changing laws
Sex Education (Year 6 only)	<ul style="list-style-type: none"> • Information relating to conception • The difference between myths and facts related to how humans are created

Appendix 3: Parent form: Withdrawal from Sex Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education during year 6:			
Any other information you would like the school to consider:			
Parent signature			

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

Appendix 4: Suggested Teaching resources

<https://www.phunkyfoods.co.uk/>

Phunky Foods is an early years & primary school programme of healthy lifestyle curriculum activities, lesson plans & resources. Helen Thorne is our liaison and can be contacted through the PSHE leader for assemblies and parent evening workshops.

Commando Joe's

As part of our PSHE curriculum, the children at both the Victoria and Orchard sites take part in Commando Joe's activities on a regular basis. Commando Joe's provides the children with a character learning journey where they explore as members of Team Tiger. Commando Joe's stretches the children's physical and thinking skills with different tasks which challenge the children using the ideas of the RESPECT acronym. The Commando Joe's activities are available on the T drive and in book format. The resources for each activity are located in a large boxes, available at each site.

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

NSPCC PANTS lesson plans and resources

<https://www.sexwise.fpa.org.uk/>

Up to date information on all aspects of sexual and reproductive health available on which teachers may find helpful for their knowledge.

<https://www.disrespectnobody.co.uk/>

Disrespect NoBody campaign from the Home Office and Government Equalities Office. This website provides information about relationship abuse, sexting, rape and giving consent. It is aimed for year 5-6 and KS3 pupils.

<https://www.minded.org.uk/>

MindEd educational resources about children's mental health.

<https://www.gov.uk/government/publications/education-for-a-connected-world>

Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

<https://www.thinkuknow.co.uk/parents/articles/band-runner/>

Band Runner is a fun interactive game that helps 8-10 year olds learn how to stay safe from risks they might encounter online.

Appendix 4: Suggested Teaching resources

RSE Vocabulary at Samuel Allsopp Primary and Nursery School (in PSHE and Science)

Vocabulary from previous years may be used in a current year.

Year	Theme	Key concepts	Vocabulary
FS	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, stepdad, brother, sister, grandparent, auntie, uncle, cousin
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after, like, trust, share, listen, help, talk, kind, good friend and choice
2	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles, vagina, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall – Same Love Different Families	Boy, girl, male, female, family, same, different and similar
	Science	Animals, including humans	Offspring, reproduce, grow
3	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue penis, testicles, breasts, vulva, vagina, womb (uterus), male, female, boy, girl, hair growth, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and stepdad
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTs resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret, surprise, medicines, drugs

Year	Theme	Key concepts	Vocabulary
3	Science	Plants	Male, female, stamen, anther, filament, stigma, style, ovary, ovule, seed, pollination, germination, fertilisation
4	Happy and Healthy Me	Illness Spread of disease Types of medicines	Bacteria, virus, germs ill, unwell, spread stop and hygiene, drugs, medicine, smoking, antibiotics, addiction
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy, responsibility, FGM
	Me and My Safety	Hazards online including relationships online	Online, passwords, personal information, secret
5	Me and My Relationships	Changes in boys and girls Menstruation/Periods Realities and myths about periods Provision in school for periods Gender stereotypes Hygiene Relationships Love What makes a good partner? Unhealthy relationships Pressure	Puberty, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, labia, vulva, clitoris, breasts, monthly, sanitary towels, tampons, stereotype, gender, individuals, expectations, discrimination, change, personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, wet dreams, relationships, love, partner, marry, marriage, secret, risk and responsibility, FGM
	Science	Animals, including humans	Gestation, development, toddler, child, teenager, adult
	Science	Living things and their habitats	Sexual, a-sexual
6	Me and My Relationships	Concerns and worries	Puberty and feelings
	Happy and Healthy Me	Internal sexual organs Menstruation Conception Gender stereotypes	Puberty, emotional, physical, social, compromise, negotiate, reproductive organs, cervix, bladder, penis, vagina, scrotum, sperm, egg, sexual intercourse, womb (uterus), hips, testicles, baby, periods, breasts, ovaries, embryo, zygote, foetus, baby, pregnancy, contractions, birth, fertilise, in vitro fertilisation, loving relationship, FGM
	Science	Evolution	Offspring