



# **Personal, Social and Health and Economic Education (PSHE) & Relationships and Sex Education (RSE)**

**Nominated Lead Member of Staff:** Karen Lowrey *Assistant Headteacher*

**Status & Review Cycle:** Statutory/Annual

**Last reviewed:** January 2024

**Next review:** January 2025

## **Vision**

At Southbourne Juniors, our vision for PSHE and RSE is the development of a 'Curriculum for Life': a programme which goes far beyond the statutory requirements and equips children to meet the many challenges and opportunities they will experience through life's journey.

We strive for a curriculum where pupils not only learn the knowledge, skills and attributes they need to grow up as healthy individuals, but also develop a sense of their own moral compass, enabling them to be in control of their own choices as agents in their own lives.

The core themes of PSHE (diversity, British values, online safety, wellbeing and financial education) to name but a few, spiral through our curriculum from year 3 to year 6. Revisiting concepts ensures that our pupils know and remember more, so the knowledge sticks and they can apply their learning as they navigate the many moral, social and cultural issues they will face in this complex world, both online and offline, now, in their teenage years and beyond.

Since PSHE incorporates the development of the whole child, learning does not just take place through the taught curriculum, but through all aspects of school life underpinned by our ethos, vision and values. Our school community serves to act as a miniature world where pupils practise and appreciate what it means to be a positive member of a diverse and multicultural society, making successful relationships with people from all walks of life. Through PSHE, we teach about equality in two ways. Firstly by providing opportunities for pupils to develop skills and strategies to challenge issues of prejudice and discrimination, and secondly, ensuring our PSHE programme itself has an equalising effect, allowing every child access to teaching about things that matter to every human being.

Our PSHE and RSE curriculum is about the present and the future: constantly evolving to respond to the needs of pupils in an ever changing world and supporting pupils not only to build a successful future for themselves, but to lead the future for the human race and the society of tomorrow.

## **Statutory Requirements**

At Southbourne Junior school, our personal, social, health and economic education (PSHE) curriculum meets the requirements set out by the statutory RSHE guidance 2020 issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make the Relationships and Health Education aspects of PSHE education compulsory for all pupils receiving primary education from 2020.

As a primary school, we are not required to provide sex education however, the DfE recommends that primary schools have a sex education programme tailored to the age and emotional maturity of its pupils. At Southbourne Juniors we believe that our pupils need to be taught aspects of sex education which go beyond the National Curriculum for Science, therefore we teach Sex Education as set out in this policy.

The directive (2020) states that schools are free to determine how to deliver the content set out in the guidance in the context of a broad and balanced curriculum. At Southbourne Juniors we deliver Relationships and Sex Education (RSE) as part of our timetabled PSHE curriculum.

This policy also sets out the rights of parents to withdraw pupils from sex education which goes beyond that of the National Curriculum requirements for Science but NOT the wider statutory PSHE curriculum.

### **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 – the PSHE Lead consolidated all relevant information including national and local guidance. The consultation process and draft policy was shared with governors.
2. Staff consultation – all school staff had the opportunity to discuss the policy and make recommendations.
3. Parent consultation – parents were invited to give feedback through an online survey.
4. Pupil consultation – The School Council represented what pupils want from their PSHE. The school council lead shared the discussion responses with the PSHE lead.
5. Ratification – once amendments were made, the final reviewed policy was shared with governors and ratified.

### **Definition**

*PSHE education is the school subject through which children and young people acquire knowledge, skills and attributes they need to stay healthy, safe and thrive, now and in the future. (The PSHE Association 2019)*

*To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Through PSHE, pupils put their knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. This subject can support young people to develop resilience and to know when to ask for help. (The 2020 RSHE Curriculum)*

### **Curriculum**

The PSHE Association Question-Based Model Programme of Study (2020) which sets out learning in three core themes underpins our curriculum: Health and Wellbeing, Relationships and Living in the Wider World.

The following key concepts are carefully sequenced and interwoven through the curriculum, ensuring clear progression in an age and stage approach:

- Consent
- Online Safety
- Diversity
- Healthy Lifestyle
- Safety/risk
- Indicators of unhealthy relationships
- Mental health and wellbeing
- Caring for the community and environmental stewardship

- Drug and alcohol education
- Financial education

As close as possible, the PSHE and RSE curriculum is aligned to the wider curriculum to enhance clarity and connectedness for our pupils. For example, the unit on 'How will we grow and change?' in year 5 summer term coincides with teaching about the human life cycle as part of the science curriculum. Linked with R.E, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Through the digital literacy strand of the computing curriculum, pupils engage with themes such as privacy, consent and social media at depth to ensure they are equipped with skills to keep themselves safe online. The aims of PSHE are also intrinsically linked to our outdoor learning provision. Opportunities for pupils to connect with nature through sessions in The Tipi actively address many of the objectives of PSHE, particularly wellbeing and developing pupils' sense of safety and risk. Our other outdoor spaces including the meadow area which promotes mindfulness and The Cabin, a space for nurture, are also used to enrich the PSHE offer for pupils.

The school PSHE curriculum (appendix 1) outlines the content of our programme and when objectives are taught in each year group. A range of teaching and learning approaches which involve children's full participation are used including; the use of materials sourced through the school's membership to specialist providers such as The PSHE Association and 1decision and other quality assured material for example, looking at case studies, drama and role play.

PSHE is usually taught in mixed gender groups, however, when teaching the RSE aspects of the PSHE curriculum (Year 5 learning journey 'How will we grow and change?' and in Year 6 during the unit 'What will change as we become more independent?'), single gender groups may be used. The class teachers alongside the PSHE lead review the approach annually depending on the cohort, taking into consideration pupils' needs as well as maturity.

The national curriculum for science subject content, which pupils cannot be withdrawn from includes:

**Year 5** Pupils learn to describe the life process of reproduction in some plants and animals. They find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. The content also includes describing the changes as humans develop to old age. Pupils draw a timeline to indicate stages in the growth and development of humans. They learn about the changes experienced in puberty and work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**Year 6** Pupils are taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They also 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. Pupils work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

The PSHE unit in year 6 summer term 'What will change as we become more independent? How do friendships change as we grow?', is the only unit within our PSHE programme that addresses aspects of RSE beyond that taught as part of the National Curriculum for RSE and

the Science curriculum. The content that parents have a right to withdraw their child from is marked with a \* in the curriculum documentation (see appendix 1) and is as follows:

- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for \*
- that there are ways to prevent a baby being made. \*

The PSHE overview (appendix 1) is available on the school website and parents can view lesson materials on request.

Class teachers' good relationships with pupils are central to the delivery of our PSHE curriculum. PSHE is taught within the context of family life taking care to ensure 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, 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). Teachers use their knowledge of pupils and their family backgrounds to plan with care and sensitivity to match the needs of individual pupils and the class as a whole.

Where whole class issues arise, teachers may adapt the sequence of learning to respond to class need, for example, a situation at playtime may require a greater emphasis on how to be a good friend. Where global, national or local events arise that affect the wellbeing of the whole school or particular year groups, the PSHE lead alongside class teachers will use their knowledge of pupils and the school context to adapt the provision, responding collectively to supporting pupils to manage difficult situations. Teachers' prioritise time for open discussion of topics that children find particularly difficult such as consent and sexual harassment.

Since PSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. All staff understand that they have a responsibility to implement this policy and promote the ethos and values of the school at all times in their work with children.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from the Relationships and Health Education aspects of PSHE education that were made compulsory in all primary schools from 2020 or the Science National Curriculum (2014).

All parents have the right to withdraw their child from the components of sex education within the PSHE programme, which go beyond the National Curriculum for science and RSHE. The aspects of the year 6 unit, which parents do have the right to withdraw their child from is outlined above in the section titled 'Curriculum'. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. A meeting with the PSHE lead/class teachers can be arranged by parents on request through the school office to view the lesson materials and discuss any questions they may have.

If, after discussion with the class teacher/PSHE Lead a parent decides to go ahead with withdrawing their child, alternative PSHE work will be given to pupils during the specified session.

## **Children with SEND**

It is our intention that all children have the opportunity to experience our PSHE programme at a level which is appropriate for their age and physical development with differentiated provision if required. The SENDCo, alongside the class teacher is responsible for ensuring the individual needs of SEND pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in PSHE. Additional support within lessons, small group or individual lessons and an adapting of resources may be required to enable access. Parents may need to be consulted individually with regard to children with SEND.

## **Confidentiality and Safeguarding**

Teachers conduct PSHE lessons in a sensitive manner. If a child raises a safeguarding concern then this will be dealt with in line with our Safeguarding Policy. Staff will not try to investigate, but will immediately inform the Designated Safeguarding Lead/or Deputy DSLs about their concerns. The designated member of staff will then follow the school safeguarding procedures.

The PSHE & RSE curriculum also educates pupils about what would happen if they told someone about abuse. This is in response to the Ofsted 'Review of sexual abuse in schools and colleges' (2021), which highlights that often young people do not come forward to report an experience because they worry about the reaction from adults and what would happen next. Our curriculum reassures pupils through open discussion about what they can expect and what will happen if they do need to report concerns. There is an emphasis on the importance of talking to a trusted adult through both the school culture and taught curriculum.

## **Answering Difficult Questions**

If a child asks an explicit or difficult question outside the scope of this policy, the staff will use their professional judgement in deciding the best way to answer it so the child is informed appropriately. This may be through individual work or discussion with the child. Adults must be mindful that if children's questions are left unanswered they may seek answers online which may lead them to misinformation or unsuitable material. If the staff member is concerned, they will refer to the Headteacher, PSHE Lead and/or DSLs as appropriate who can discuss the matter with the parent, or follow other appropriate procedures. 'Ask It Baskets' are a feature of PSHE lessons in all classrooms enabling pupils to ask questions anonymously. Pupils' questions are answered sensitively and with due consideration for religious and cultural factors.

## **Roles and Responsibilities**

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

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 'Parents right to withdraw').

It is the responsibility of the PSHE Lead to ensure that both staff and parents are informed about our PSHE and RSE policy, and that the policy is implemented effectively. It is also the PSHE Lead's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

## **Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and 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 components of RSE

Staff do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching PSHE and RSE are encouraged to discuss this with the PSHE Lead.

## **Pupils**

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

## **Parents**

Parents are, and must be, the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which maturity brings. The teaching offered by our school aims to complement and support the role of parents. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting these aims we:

- inform parents about the school's PSHE and RSE policy and curriculum;
- answer any questions that parents may have about the PSHE and RSE curriculum;
- inform parents when aspects of the programme are to be taught and provide opportunities for parents to view the resources being used;
- take seriously any issue that parents raise with teachers or governors about the arrangements for PSHE and RSE in the school.

## **Monitoring arrangements**

The delivery of PSHE and RSE is monitored by the PSHE Lead through: pupil conferencing, learning walks, book looks and lesson observations.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems.

The PSHE lead, headteacher and governors monitor this policy annually and report to the full governing body on the effectiveness of the policy.

## Appendix 1

### PSHE Curriculum

	What is the secret of the standing stones?	Who is behind the mask?	Beyond the Magic Kingdom: what is the Sunshine State really like?	How can we live more sustainably?	Why are jungles so wet and deserts so dry?	Whole school topic
Year 3	How can we be a good friend?	What keeps us safe?	What makes a community?	What are families like?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
	Why do some earthquakes cause more damage than others?	How did the arrival of the Romans change Britain?	Why do so many people live in megacities?	Who were the Anglo-Saxons and how do we know what was important to them?	On our doorstep: how has Southbourne changed?	Whole school topic
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	What decisions can people make with money?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
	What is a river?	What did the Vikings want and how did Alfred help to stop them getting it?	The story of the Trojan Horse: historical fact, legend or classical myth?	How is climate change affecting the world?	How do volcanoes affect the lives of people on Hiemaey?	Whole school topic
Year 5	What makes up a person's identity?	How can drugs common to everyday life affect health?	How can friends communicate safely?	How can we help in an accident or emergency?	How will we grow and change?	What jobs would we like?
	Who are Britain's national parks for?	Why was winning the Battle of Britain in 1940 so important?	Why are mountains so important?	Why did the Ancient Maya change the way they lived?	Why is fair trade fair?	Whole school topic
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Health and Wellbeing

Relationships

Living in the wider world



Year 3- Medium Term Overview		
Half term/ Key Question	Theme	In this unit, pupils learn...
<b>Autumn 1</b> How can we be a good friend?	<b>Relationships</b>  Friendship; making positive friendships, managing loneliness, dealing with arguments	<ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>
<b>Autumn 2</b> What keeps us safe?	<b>Health and wellbeing</b>  Keeping safe; at home and school; our bodies; hygiene; medicines and household products	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; teaching about privacy and body parts is covered through the NSPCC PANTS. Children are taught what to do and who to tell if they feel uncomfortable as well as what they can expect and what will happen if they do need to report concerns.</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to make a clear and efficient call to emergency services.</li> <li>• how to deal with head injuries.</li> <li>• concepts of basic first-aid- bites and stings</li> </ul>
<b>Spring 1</b> What makes a community?	<b>Living in the wider world</b>  Community; belonging to groups; similarities and differences; respect for others	<ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them</li> </ul>
<b>Spring 2</b> What are families like?	<b>Relationships</b>  Families; family life; caring for each other	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> </ul>

		<ul style="list-style-type: none"> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>
<b>Summer 1</b> Why should we eat well and look after our teeth?	<b>Health and wellbeing</b>  Being healthy: eating well, dental care	<ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>
<b>Summer 2</b> Why should we keep active and sleep well?	<b>Health and wellbeing</b>  Being healthy: keeping active, taking rest	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>

Year 4- Medium Term Overview		
Half term/ Key Question	Theme	In this unit, pupils learn...
<b>Autumn 1</b> What strengths, skills and interests do we have ?	<b>Health and wellbeing</b>  Self-esteem: self-worth; personal qualities; goal setting; managing set backs	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>
<b>Autumn 2</b> How do we treat each other with respect?	<b>Relationships</b>  Respect for self and others; courteous behaviour; safety; human rights	<ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>• the rights that children have and why it is important to protect these*</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> </ul>

		<ul style="list-style-type: none"> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> <li>• Teaching about privacy and body parts is covered through the NSPCC PANTS. Children are taught to tell a trusted adult immediately if they are worried for themselves or someone else as well as what they can expect and what will happen if they do need to report concerns.</li> </ul>
<b>Spring 1</b> How can we manage our feelings?	<b>Health and wellbeing</b>  Feelings and emotions; expression of feelings; behaviour	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul>
<b>Spring 2</b> What decisions can people make with money?	<b>Living in the wider world</b>  Money; making decisions; spending and saving	<ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul>
<b>Summer 1</b> How can our choices make a difference to others and the environment?	<b>Living in the wider world</b>  Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>
<b>Summer 2</b> How can we manage risk in different places?	<b>Health and wellbeing</b> Keeping safe; out and about; recognising and managing risk	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> <li>• how to make a clear and efficient call to emergency services.</li> <li>• how to deal with head injuries.</li> <li>• concepts of basic first-aid- asthma (in addition to concepts covered in year 3)</li> </ul>

Year 5- Medium Term Overview		
Half term/Key Question	Theme	In this unit, pupils learn...
<b>Autumn 1</b> What makes up our identity?	<b>Health and wellbeing</b>  Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>
<b>Autumn 2</b>  How can drugs common to everyday life affect health?	<b>Health and wellbeing</b>  Legal drugs, alcohol, tobacco, vaping; healthy habits	<ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of legal drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>
<b>Spring 1</b> How can friends communicate safely?	<b>Relationships</b>  Friendships; relationships; becoming independent; online safety	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>
<b>Spring 2</b> How can we help in an accident or emergency?	<b>Health and wellbeing</b>  Basic first aid, accidents, dealing with emergencies	<ul style="list-style-type: none"> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> <li>• how to deal with head injuries.</li> <li>• concepts of basic first-aid- bleeding (in addition to concepts covered in previous years 3/4)</li> </ul>

		<ul style="list-style-type: none"> <li>how to put a person in the recovery position and understand situations when a person should not be moved.</li> </ul>
<b>Summer 1</b> How will we grow and change?	<b>Health and wellbeing</b> Growing and changing; puberty	<ul style="list-style-type: none"> <li>about puberty and how bodies change during puberty, <i>(including menstruation and menstrual wellbeing, erections and wet dreams- review this content for each cohort to assess pupil need and adapting the programme to the emotional maturity of pupils. If not at appropriate this content will be taught in year 6 rather than year 5)</i></li> <li>how puberty can affect emotions and feelings</li> <li>how personal hygiene routines change during puberty</li> <li>how to ask for advice and support about growing and changing and puberty</li> <li>teaching about privacy is interwoven into this learning journey. Children are taught to tell a trusted adult immediately if they are worried for themselves or someone else as well as what they can expect and what will happen if they do need to report concerns. Sexual harassment and peer on peer abuse are covered in an age and stage appropriate manner.</li> </ul>
<b>Summer 2</b> What jobs would we like?	<b>Living in the wider world</b> Careers; aspirations; role models; the future	<ul style="list-style-type: none"> <li>that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>about the skills, attributes, qualifications and training needed for different jobs</li> <li>that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>how to question and challenge stereotypes about the types of jobs people can do</li> <li>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>

Year 6- Medium Term Overview		
Half term/Key Question	Theme	In this unit, pupils learn..
<b>Autumn 1 &amp; 2</b> How can we keep healthy as we grow?	<b>Health and wellbeing</b> Looking after ourselves; growing up; becoming independent; taking more responsibility; sexual harassment and peer on peer abuse	<ul style="list-style-type: none"> <li>how mental and physical health are linked</li> <li>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>» how to manage the influence of friends and family on health choices</li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>• The Barnardo's Real Love Rocks scheme, is taught in order to address difficult issues such as consent, grooming, technology, bullying, pornography, sexual harassment and relationship abuse in an age appropriate manner. Children are taught to tell a trusted adult immediately if they are worried for themselves or someone else as well as what they can expect and what will happen if they do need to report concerns.</li> <li>• how to make a clear and efficient call to emergency services.</li> <li>• how to deal with head injuries.</li> <li>• concepts of basic first-aid- choking (in addition to concepts covered in previous year groups)</li> <li>• basic life support, including how to administer CPR.</li> </ul>
<b>Spring 1 &amp; 2</b> How can the media influence people?	<b>Living the wider world</b>  Media literacy and digital resilience; influences and decision-making; online safety- - including sexual abuse and harassment	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul>

<p><b>Summer 1 &amp; 2</b> What will change as we become more independent? How do friendships change as we grow?</p>	<p><b>Relationships</b></p> <p>Different relationships; changing and growing; adulthood; independence; moving to secondary school; recognising and reporting sexual abuse and harassment</p>	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• Recap of Year 5 Growing and Changing unit <ul style="list-style-type: none"> <li>- about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>-how puberty can affect emotions and feelings</li> </ul> </li> <li>- how personal hygiene routines change during puberty</li> <li>- how to ask for advice and support about growing and changing and puberty</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for *</li> <li>• that there are ways to prevent a baby being made. * Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception. A basic understanding of contraception is taught at primary level: about common forms of contraception (for example, condoms and the contraceptive pill or avoiding sexual intercourse) and how these can prevent a baby being made.</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>
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