



## Personal, Social, Health and Relationships Education Policy

Ratified by governors: \_\_\_\_\_ (Date)

Signed \_\_\_\_\_ (Headteacher)

Signed \_\_\_\_\_ (Chair of Governors)

### Context

All schools/academies must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### PSHRE

At Robert Mellors Primary Academy, we teach Personal, Social, Health and Relationships Education as a whole-academy approach to underpin children's character development, which we believe also supports their learning capacity. This aspect of the curriculum sits within the context of our Make a Difference ethos.

We follow the Jigsaw Programme which offers us a comprehensive, carefully considered scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

Alongside this we engage in other programmes to support the development of the children such as: DARE programme, NSPCC programmes, Bike-Ability, etc. These opportunities support the 'Personal Development' and 'Behaviour and Attitudes' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the academy's Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) development opportunities provided for our children. The overview of the our PSHRE curriculum can be found [here](#).

### Statutory Relationships and 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...They also make Health Education compulsory in all schools except independent schools.*

DfE Guidance p.8

*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.*

*This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.*

*In primary schools, we want the subjects to put in place the key building blocks of 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.*

Secretary of State Foreword DfE Guidance 2019 p.4-5

*Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. 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 programme of lessons.*

DfE Guidance p.8

*All schools must have in place a written policy for Relationships Education and RSE.*

DfE Guidance p.11

Here, at Robert Mellors Primary Academy we value PSHRE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our PSHRE Programme.

Our PSHRE programme of study is progressive across the whole of the primary age range and is adapted to the needs of the children and meets the statutory Relationships and Health Education requirements

Our PSHRE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## What do we teach when and who teaches it?

### Whole-Academy approach

The table below gives the learning theme of each of the six units of work for each year group and these are taught across the year groups; the learning deepens and broadens every year.

Term	(Unit)	Content
<b>Autumn 1:</b>	Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber, racist and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society?
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We allocate 45-60 minutes to PSHRE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Our praise and reward system,
- Our school rules,
- Through relationships across the academy;
  - child to child
  - adult to child
  - adult to adult

We seek for all opportunities to demonstrate what is learnt and apply it to everyday situations in the academy community.

## Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Relationships (unit) covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in e.g. the Celebrating Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## Health Education

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Healthy Me unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the curriculum and enrichment activities, for example DARE in Year 6 and through the Science and PE curriculum.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand; this is taught as part of the Changing Me unit.

## Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of Sex Education at primary school. Sex Education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Robert Mellors Primary Academy, we believe children should understand the facts about human reproduction before they move to the next stage of education so they can lead safe, confident, healthy, independent lives and are informed, active and responsible citizens.

We define Sex Education as 'a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

We intend to teach this both through Science and PSHRE.

**Reproduction is taught in Science at Year 5. This is a compulsory element of the curriculum. Therefore parents/carers cannot withdraw their child/ren from this area of the curriculum.**

**When Sex Education is taught as part of PSHRE, parents do have the right to withdraw their child/ren from these aspects of learning.**

## Parents' right to request their child be excused from Sex Education

*Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory Relationships and Sex Education.*

DfE Guidance p.17

At Robert Mellors Primary Academy, puberty is taught as a statutory requirement of Health Education and covered in the 'Changing Me'. We conclude that Sex Education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHRE lessons that explicitly teach this. The content of which is outlined below. We follow the Christopher Winters Project (CWP) scheme of work for delivering this curriculum content:

Year Group	Human reproduction: Learning Intentions	Human reproduction: Learning Outcomes	Science – statutory curriculum content (for all children)
Year 1	<ul style="list-style-type: none"> <li>To discuss how children grow and change</li> </ul>	<ul style="list-style-type: none"> <li>Understand that babies need care and support</li> <li>Know that older children can do more by themselves</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Year 2	<ul style="list-style-type: none"> <li>To explore some of the differences between males and females and to understand how this is part of the lifecycle</li> </ul>	<ul style="list-style-type: none"> <li>Describe some differences between male and female animals</li> <li>Understand that making a new life needs a male and female</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow in to adults</li> <li>Describe differences between males and females</li> <li>Name the different body parts</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>To explore the differences between male and female bodies</li> </ul>	<ul style="list-style-type: none"> <li>Name male and female bodies using correct terminology</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>To explore the human lifecycle</li> <li>To identify some basic facts about puberty</li> <li>To explore how puberty is linked to reproduction</li> </ul>	<ul style="list-style-type: none"> <li>Understand that puberty is an important stage in the human lifecycle</li> <li>Know some changes that happen during puberty</li> <li>Understand that children change into adults to be able to reproduce if they choose to</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>To explore the emotional and physical changes occurring in puberty</li> <li>To understand male and female puberty changes in more detail</li> <li>To explore the impact of puberty on the body and the importance of physical hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Understand how puberty affects the reproductive organs</li> <li>Describe what happens during menstruation and sperm production</li> <li>Explain how to keep clean during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals</li> <li>Describe the changes as humans develop to old age</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>To consider different ways people might start a family</li> <li>To consider puberty and reproduction</li> </ul>	<ul style="list-style-type: none"> <li>Describe the decisions that have to be made before having children</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</li> </ul>

		<ul style="list-style-type: none"> <li>• Know some basic facts about conception and pregnancy</li> <li>• Describe how and why the body changes during puberty in preparation for reproduction</li> </ul>	
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The academy will inform parents/carers of the right to withdraw before the Changing Me Puzzle is taught. The teaching of the 'Changing Me' unit.

The 'Changing Me' unit will usually be taught in the second half of the summer term.

Should parents/carers wish to withdraw their children **they should contact the headteacher to discuss this.**

### **Monitoring and Review**

The Local Academy Board (LAB) monitors this policy on an annual basis. The link governor scrutinises and recommends to the LAB, ratification of teaching materials having checked they are in accordance with the academy's ethos. The LAB report findings and recommendations to the Headteacher and PSHRE Leader and the policy is modified as necessary. The LAB gives serious consideration to any comments from parents/carers about the PSHRE curriculum and makes a record of all such comments.

### **Equality**

**This policy will inform the academy Equality Plan.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Robert Mellors Primary Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

### **Policy Review**

This policy is reviewed annually.

## Relationships Education in Primary schools – Statutory DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>Where this fits into our scheme of work</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> <li>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</li> <li>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</li> <li>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</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Me in My World</li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Me in My World</li> </ul>

<b>Respectful Relationships</b>	<ul style="list-style-type: none"> <li>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</li> <li>the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness</li> <li>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</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Me in My World</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>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</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>how information and data is shared and used online</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>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</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>



## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>Where this fits in to our scheme of work</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• 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.</li> </ul>	• Healthy Me
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	• Healthy Me
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	• Healthy Me
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination.</li> </ul>	• Healthy Me
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	• Healthy Me

<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>
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# **Appendix 1**

**Please read on for further details of the Sex and Relationships scheme of work**

# Reception

## Family and Friendship

### Scheme of Work

**Word Box:** Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
<b>Relationships Education</b> Caring friendships (2a,2c) <b>Health Education</b> Mental wellbeing (6b,6c,6g)	<b>Learning Intention</b> To recognise the importance of friendship <b>Learning Outcomes</b> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 <a href="#">Caring Friendships</a>	Elephant glove puppet or toy <a href="#">Pictures of children at school</a>
<b>Relationships Education</b> Caring friendships (2d) <b>Health Education</b> Mental wellbeing (6b,6c)	<b>Learning Intention</b> To recognise the importance of saying sorry and forgiveness <b>Learning Outcomes</b> Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 <a href="#">Being Kind</a>	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
<b>Relationships Education</b> Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	<b>Learning Intention</b> To recognise that all families are different <b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other	Lesson 3 <a href="#">Families</a>	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr <a href="#">Families pictures</a> Paper and drawing materials

### Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

#### Statutory Guidance

##### Relationships Education

Respectful relationships  
(3a,3e)

##### Healthy Education

Mental wellbeing  
(6b,6c)

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To understand that we are all different but can still be friends

##### Learning Outcomes

Know that we can be friends with people who are different to us

#### Lesson Title

##### Lesson 1

[Different Friends](#)

#### Resources

Talking object

Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one.

Paper and coloured pencils

#### Key Stage 1 Science

- Identify, name, draw and label the basic parts of the human body

##### Learning Intention

To discuss how children grow and change

##### Learning Outcomes

Understand that babies need care and support

Know that older children can do more by themselves

##### Lesson 2

[Growing and Changing](#)

Talking object

Story bag containing [Pictures of newborn babies](#)  
[Lifecycle picture cards](#)  
[Lifecycle word cards](#)  
[Lifecycle whiteboard summary](#)

#### Relationships Education

Families and people who care for me (1a,1b,1c,1d,1f)  
Caring friendships (2e)  
Respectful relationships (3a,3e)  
Being Safe (5d,5e)

#### Health Education

Mental wellbeing (6b,6c)

##### Learning Intention

To explore different types of families and who to ask for help  
To identify who can help when families make us feel unhappy or unsafe

##### Learning Outcomes

Know there are different types of families  
Know which people we can ask for help

##### Lesson 3

[Families and Care](#)

Talking object

Story bag - containing a ball and a school jumper  
[Families pictures](#)  
*The Family Book*, Todd Parr



# Year 2

## Differences

Key Stage 1

### Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

#### Statutory Guidance

**Relationships Education**  
Respectful relationships  
(3a,3g)

#### Key Stage 1 Science

- Identify, name, draw and label the basic parts of the human body

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To introduce the concept of gender stereotypes  
To identify differences between males and females

##### Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do  
Describe the difference between male and female babies

#### Lesson Title

##### Lesson 1

[Differences](#)

#### Resources

2 large PE hoops

[Boy/Girl/Everyone labels](#)

Bag of objects and clothing to explore male and female stereotypes or [Pictures of objects and clothing](#)

[Clothed Babies picture cards](#)

[Clothed Babies whiteboard summary](#)

[Pictures of newborn babies](#)

#### Suggested reading:

*Pearl Power and the Toy Problem*, Mel Elliott

*Julian is a Mermaid*, Jessica Love

*Are you a boy or are you a girl*, Sarah Savage and Fox Fisher

*Princess Smartypants*, Babette Cole

*William's Doll*, Charlotte Zolotow

*Amazing Grace*, Mary Hoffman and Caroline Binch

**Relationships Education**  
Respectful relationships (3a)

#### Key Stage 1 Science

- Notice that animals, including humans, have offspring that grow into adults

##### Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

##### Learning Outcomes

Describe some differences between male and female animals  
Understand that making a new life needs a male and a female

##### Lesson 2

[Male and Female Animals](#)

Talking object

[Pictures of male and female animals](#)

[Cats and Kittens worksheet](#)

Anatomically correct toy farm animals

#### Key Stage 1 Science

-Identify, name, draw and label the basic parts of the human body

##### Learning Intention

To focus on sexual difference and name body parts

##### Learning Outcomes

Describe the physical differences between males and females  
Name the different body parts

##### Lesson 3

[Naming Body Parts](#)

2 large PE Hoops

[Hoop labels](#)

[Body Parts picture cards](#)

[Female x-ray picture](#)

[Body Parts worksheet](#)

#### Suggested reading:

*Shapesville*, Andy Mills

*It's OK to be Different*, Todd Parr

## Valuing Difference and Keeping Safe Key Stage 2

### Scheme of Work

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Relationships Education</b> Respectful relationships (3a)	<b>Learning Intention</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies <b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	<b>Lesson 1</b> <a href="#">Body Differences</a>	<i>It's OK to be different</i> , Todd Parr <a href="#">Pictures of male and female bodies</a> <a href="#">Body Difference matching cards</a> <b>Additional Activities</b> <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
<b>Relationships Education</b> Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	<b>Learning Intention</b> To consider appropriate and inappropriate physical contact and consent <b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch	<b>Lesson 2</b> <a href="#">Personal Space</a>	<a href="#">PANTS cards</a> <a href="#">Unwanted Touch scenarios</a> <b>Additional Activities</b> <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
<b>Relationships Education</b> Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)	<b>Learning Intention</b> To explore different types of families and who to go to for help and support <b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support	<b>Lesson 3</b> <a href="#">Help and Support</a>	<a href="#">Families pictures</a> <a href="#">Who can I talk to? worksheet</a> <i>The Family Book</i> , Todd Parr <b>Additional Activities</b> <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine



### Scheme of Work

**Word Box:** Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

#### Statutory Guidance

##### Health Education

Changing adolescent body (8a)

##### Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

#### Learning Intentions and Learning Outcomes

##### Learning Intention

To explore the human lifecycle

To identify some basic facts about puberty

##### Learning Outcomes

Understand that puberty is an important stage in the human lifecycle

Know some changes that happen during puberty

#### Lesson Title

##### Lesson 1

[Changes](#)

#### Resources

[Lifecycle whiteboard summary](#)

[Body Parts Bingo cards](#)

[Bingo Flash cards](#)

[Body Changes pictures](#)

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

**Additional Activities**

[Babies and Children worksheet](#)

##### Health Education

Mental wellbeing (6a,6b,6c,6d,6f)

##### Health Education

Changing adolescent body (8a, 8b)

Menstruation (9a)

##### Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

-describe the changes as humans develop to old age

##### Learning Intention

To explore how puberty is linked to reproduction

##### Learning Outcomes

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults to be able to reproduce if they choose to

##### Lesson 2

[What is Puberty?](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart

[Puberty Card Sort](#)

[Puberty Card Sort whiteboard summary](#)

[Body Changes worksheet](#)

[Puberty Changes Teacher Guide](#)

##### Suggested Reading

*Where Willy Went*, Nicholas Allan

*Hair in Funny Places*, Babette Cole

##### Relationships Education

Caring friendships (2b,2c,2d,2e)

Respectful relationships

(3a,3b,3d,3e,3f,3h)

Online relationships (4b,4d)

##### Learning Intention

To explore respect in a range of relationships

To discuss the characteristics of healthy relationships

##### Learning Outcomes

Know that respect is important in all relationships including online

Explain how friendships can make people feel unhappy or uncomfortable.

##### Lesson 3

[Healthy Relationships](#)

[Healthy Friendships cards](#)

[Relationship pictures](#)

Online Respect and Self-Respect video

<https://www.youtube.com/watch?v=mZtXwLzllpk>

# Year 5

## Puberty

Key Stage 2

### Scheme of Work

**Word Box:** Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Health Education</b> Mental wellbeing (6c, 6d, 6f,) Changing adolescent body (8a, 8b) Menstruation (9a)	<b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty <b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	<b>Lesson 1</b> <a href="#">Talking About Puberty</a>	<a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Changes worksheet</a> <a href="#">Reproductive System slides</a> <a href="#">Pupil Questions template</a>
<b>Health Education</b> Changing adolescent body (8a, 8b) Menstruation (9a)	<b>Learning Intention</b> To understand male and female puberty changes in more detail <b>Learning Outcomes</b> Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	<b>Lesson 2</b> <a href="#">The Reproduction System</a>	<a href="#">Reproductive System slides</a> <a href="#">Puberty Changes Teacher Guide</a> Menstrual cycle animation <a href="#">Male Changes Powerpoint</a> <a href="#">Puberty Card Game</a> <a href="#">Puberty Card Game answer sheet</a> <a href="#">Puberty Card Game whiteboard summary</a> Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 <b>Additional Activities</b> <a href="#">What is the Menstrual Cycle? cards</a> <a href="#">What is the Menstrual Cycle? whiteboard summary</a> <a href="#">Menstruation Card Game</a> <a href="#">Menstruation Card Game whiteboard summary</a>
<b>Health Education</b> Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f,) Changing adolescent body (8a, 8b) Menstruation (9a)	<b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty <b>Learning Outcomes</b> Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	<b>Lesson 3</b> <a href="#">Puberty Help and Support</a>	Kim's Game items and a cloth to cover them (see lesson plan) <a href="#">Kim's Game Teacher Guide</a> <a href="#">Year 5 Puberty Problem Page</a> <a href="#">Year 5 Puberty Problem Page cut-outs</a> <a href="#">Year 5 Problem Page Teacher Guide</a> Pupil questions from Lesson 1 <b>Additional Activities</b> <a href="#">Puberty Bingo cards</a>



## Puberty, Relationships and Reproduction Key Stage 2

### Scheme of Work

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	<b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	<b>Lesson 1</b> <a href="#">Puberty and Reproduction</a>	<b>Resources</b> <a href="#">Puberty Changes Teacher Guide</a> <a href="#">Puberty Body Part cards</a> <a href="#">Reproduction questions sheet</a> <a href="#">Reproduction answer cards</a> <a href="#">Reproduction whiteboard summary</a> <b>Additional Activities</b> <a href="#">Year 6 Puberty Problem Page</a> <a href="#">Year 6 Puberty Problem Page Cut-outs</a> <a href="#">Year 6 Puberty Problem Page Teacher Guide</a>
<b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	<b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	<b>Lesson 2</b> <a href="#">Communication in Relationships</a>	<a href="#">Communication and Touch cards</a> <a href="#">Pupil Questions template</a>
<b>Relationships Education</b> Families and people who care for us (1c,1d,1e) <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	<b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	<b>Lesson 3</b> <a href="#">Families, Conception and Pregnancy</a>	<a href="#">Couple pictures</a> <a href="#">How does a baby start? cards</a> (one set per group) <a href="#">How does a baby start? whiteboard summary</a> Pupil Questions from previous lesson - typed <b>Additional Activities</b> <a href="#">Conception and Pregnancy statements</a> <a href="#">Conception and Pregnancy Quiz</a> <a href="#">Conception and Pregnancy Quiz Answers</a> <a href="#">Reproductive System slides</a>
<b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	<b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	<b>Lesson 4</b> <a href="#">Online Relationships</a>	<a href="#">Relationship Question cards</a> <a href="#">Communication Scenario cards</a> <a href="#">Communication Scenarios answers</a> <a href="#">Communication Scenarios whiteboard summary</a> <b>Additional Activities</b> Film clip from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>