



**St Michael's**  
*CofE Primary Academy*

# **Relationships and** **Sex Education and** **Health Education** **Policy**

Policy owner	St. Michael's C of E Primary Academy
Date adopted	Wednesday 10 <sup>th</sup> 2024
Date updated	Update to follow following the new DfE guidance for 2026
Review date	July 2025

## SCHOOL ETHOS AND CONTEXT

In our school our Christian vision shapes all we do. The underpinning principles are underpinned by the vision and core values of the school, which are distinctly Christian:

***The Lord says, 'For I know the plans I have for you .... plans to give you hope and a future.'***  
**Jeremiah 29 verse 11**

As an inclusive Christian school, St Michael's Church of England Primary Academy values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving, and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom.

### MOTTO - Learning to Love – Loving to Learn

***'I give you a new command; love each other. You must love each other as I have loved you.'***  
**John 13 v 34**

We believe the 4 key values which characterise our school are

#### FAITH

The love of God revealed in Jesus Christ shapes the life of our school. We value and respect the diverse cultures and faiths represented by our school and wider community. We encourage pupils to share their experiences of faith and culture for the benefit of all.



***'For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.'*** John 3 verse 16

#### JOY

We rejoice in our rich and vibrant community. We are committed to a creative, high-quality curriculum which is broad and balanced and embraces pupils' diverse backgrounds, interests and abilities.



***'Rejoice in the Lord always. I will say it again: Rejoice!'*** Philippians 4 verse 4

#### HOPE

The hope revealed through Jesus Christ inspires us, as we equip pupils with the skills, passion and resilience, to achieve goals, giving them confidence as they journey through life.



***'But now, Lord, what do I look for? My hope is in you.'*** Psalm 39 verse 7

#### LOVE

We encourage our pupils to love one another as God loves us. By practising forgiveness and reconciliation, we enable all to live well together and flourish. All at St Michael's play a prominent role in understanding their responsibility to care for the world we share. ***'Do everything in love.'*** 1 Corinthians 16 verse 14



## 1. POLICY STATEMENT/DEVELOPMENT

As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships and Health Education and Sex Education if this is also delivered. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. This policy sets out our own school approach to Relationships, Sex and Health Education. It has been updated by the PSHE/RSHE leader in consultation with Governors, Parents/Carers, the School Leadership Team and School Staff.

The consultation and policy development process involved the following steps:

- Communication with parents / carers including an information and consultation meeting held in January 2020 and May 2024
- Review of RSHE curriculum content with staff and specialist PSHE advisor
- Consultation with school governors and ratification

The development of the policy is in line with the statutory guidance released by the Department of Education (2019), which sets out statutory content for Relationships Education for primary schools from September 2020. The statutory guidance document can be viewed here ['Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)

This policy aims to provide guidance and information on all aspects of Relationships, Sex and Health Education (RSHE) in the school for staff, parents/carers, and governors.

## 2. STATUTORY REGULATIONS

As a primary school academy in the Lichfield Diocese , we must provide relationships education to all pupils as per the DfE statutory requirements. In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- 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.

Other documents that inform this policy include:

- Education and Inspections Act (2006)
- Equality Act (2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)



- Keeping children safe in education (2023)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools (September 2020). This guidance has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice.

### **3. DISSEMINATION**

The policy will be distributed to all members of the local academy committee, and all teaching and non-teaching members of staff. Copies of the policy document are available to all parents via the school's website. A hard copy of this policy can also be obtained free of charge via the school office if required.

### **4. MORALS AND VALUES FRAMEWORK**

St Michael's approach to RSHE is conducted within a clear morals and values framework underpinned by the school's clear Christ-centred approach to learning. RSHE involves consideration of a number of sensitive issues about which different people may have strong and varying views. The school's approach to RSHE will be balanced and take account of, and be sensitive to, different viewpoints; it will not be based on, or taught through personal bias. While our school's teaching reflects our Christian ethos, it is delivered in line with statutory guidance and is inclusive and respectful of all backgrounds and beliefs.

### **5. DEFINITION OF RELATIONSHIPS EDUCATION AND SEX EDUCATION**

Relationships, Sex and Health Education (RSHE) is lifelong learning about personal, physical, social, moral, and emotional development. In our school it is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Please note, for the purposes of this policy we also define Relationships Education as any theme and topic that is required content by the DfE within that section of the statutory document. This will be delivered as part of our PSHE education programme of study.

In line with statutory guidance, for the purpose of this policy we define Sex Education as any non-statutory sex education content delivered as part of our PSHE education programme. This is currently taught within Year 6 only – please see curriculum overview document (appendix 1).

Statutory sex education content is also part of National Curriculum for Science.

Please note that statutory Health Education, also taught as part of our PSHE programme of study, contains complementary elements of learning around topics such as body changes, puberty, menstrual wellbeing etc.



At St. Michael's, we believe that that our pupils need to be educated in RSHE themes as part of a broad and balanced curriculum which develops the whole child. By teaching all of these elements via our PSHE programme, we ensure that our pupils receive age-appropriate information in line with statutory requirements and also the aims, ethos, and values of our school.

## **6. AIMS OF RELATIONSHIPS AND SEX EDUCATION**

At St Michael's, the focus of Relationships Education is on the fundamental building blocks and characteristics of positive and healthy relationships, with particular reference to friendships, family relationships, and relationships with other children and adults, therefore promoting one of our key school values – love.

Through our statutory Relationships Education curriculum, in line with the content required within the statutory guidance, we aim to cover the following themes:

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

Broadly, this means we aim to teach children:

- that family relationships are important and the characteristics of a healthy family life
- the importance of friendships and the characteristics of healthy friendships
- how to recognise if relationships make them feel unsafe or uncomfortable
- the importance of respecting others regardless of differences
- the importance of self-respect and how this links to their own happiness
- about different types of bullying including cyber bullying
- how to be safe and have positive relationships online
- how to report concerns or abuse, including emotional, physical, and sexual abuse, when they feel unsafe

At an appropriate age for our children it is also about the teaching of Sex Education, as part of National Curriculum Science and via additional non-statutory provision within PSHE to complement this and wider Relationships Education.

Although this is not currently statutory, we believe covering this additional non-statutory content in Year 6 is important in order to meet the needs of our children. We aim to ensure they are fully prepared for the changes that adolescence brings and inform them of how a baby is conceived and born. We teach this content in a safe environment for the children which enables them to absorb new information and provides them with a safe place to ask questions when needed.

Through our non-statutory Sex Education curriculum, we aim to teach children at the appropriate age:

- to know and understand the process of conception
- to understand how babies are born



- to understand the emotional and physical needs of a baby
- to understand how having a baby changes your life

However RSHE is taught, it is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond.

## **7. ROLES AND RESPONSIBILITIES**

A whole school approach has been adopted that actively involves the whole school community. All groups within the school have roles and responsibilities regarding RSHE. In particular:

- The RSHE programme is led by the designated PSHE co-ordinator, currently Mrs K Luscombe, who will maintain an overview of RSE provision and will have overall responsibility for its development and day-to-day running of the programme. This will include keeping up to date with developments and good practise, developing the provision to meet pupil's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation of the subject.
- The senior leadership team (SLT) will endeavour to support the provision and development of RSHE in line with this policy. They will ensure that the policy is followed and monitored effectively so that the school fully satisfies statutory requirements.
- All teaching staff are involved in the delivery of RSHE provision. Teachers will be consulted about the school's approach to RSHE and aided in their work by provision of resources, background information, support and advice from experienced members of staff, and access to appropriate training. Teaching staff should be reflective of their delivery and ensure that the subject lead is kept informed on the delivery of the subject to aid development and any individual training needs they may have to support this.
- Non-teaching staff may be involved in a supportive role in some RSHE lessons and also play an important role in the pastoral support of children. They will have access to information about the RSE programme and will be supported in their pastoral role.
- All staff have a responsibility to delivery RSHE in a sensitive and positive way, model positive attitudes and relationships in accordance with the ethos of our schools. Staff should ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSHE in line with this school policy.
- All staff have a responsibility to ensure that they follow this policy and follow school procedures around any safeguarding concerns which may arise via delivery of the subject.
- Governors have overall responsibility for the school RSHE policy. They are consulted about the RSHE provision and policy and have regular reports at Governor's meetings.

## **8. WORKING WITH PARENTS/RIGHT OF WITHDRAWAL**

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about



what their child is learning in school and to provide the best learning environment and opportunities for our children. We always welcome dialogue with parents about the content of our RSHE programme and how we can best support them to engage with their children on these topics.

Current regulation and guidance from the Department of Education states that primary schools must deliver Relationships Education (September 2020). As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education (or Health Education) content within the school curriculum, or from any statutory Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Whilst we believe that all of the content within our school's PSHE/RSE & Health Education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

Currently, there are some lessons taught through the Year 6 PSHE curriculum on reproduction and conception which fall into this bracket- these have been highlighted for parents to view on the medium term RSE plan in the appendices of this policy (appendix 1). Shortly before appropriate units of work, parents will receive a letter informing them of their children's forthcoming RSHE lessons, including any non-statutory sex education content.

Those parents wishing to exercise their right to withdraw their children from these non-statutory sex education lessons should contact the PSHE coordinator who will share materials with parents, explore any concerns and discuss any impact that withdrawal may have on the child.

If parents still wish to withdraw their child from lessons, then this request will be recorded, and suitable alternative arrangements will be made for pupils during relevant lessons. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

## **9. CURRICULUM/DELIVERY OF CONTENT**

The RSHE programme will be delivered by teachers through PSHE lessons, which are timetabled weekly in themed units (see appendix 2). St Michael's uses the Local Authority's Primary curriculum resource and Kapow as its main sources of content. This includes a 'Growing Up and Relationships' unit for Years 1 to 6, which also covers elements required within the statutory Health Education framework (such as body parts, puberty, hygiene, menstruation etc) at an appropriate age. Some of these sessions are supported by the school nurse.

The RSHE programme for Years 5 and 6 is re-planned yearly, tailored each year to the specific needs of these cohorts. The main themes of puberty, relationships and reproduction are covered in an integrated way. Content and learning objectives within these themes are considered through liaison with the school nurse and the school. An overview of the RSHE content at St Michael's can be found on Appendix 1.

### **9.1 Methodology and resources**

RSHE is delivered predominantly by the class teachers. A range of teaching methods which involve children and young people's full participation are used to teach RSHE. These include whole class discussions and debates, collaborative learning and independent work.





High quality resources are used to support our RSHE provision and will be regularly reviewed so that we provide a framework in which children and young people can develop their knowledge, skills, attitudes and understanding about RSHE.

Resource possibilities include:

- Video links
- Transcripts
- Discussion cards
- Role play / scenarios
- Circle time
- Hot seating
- Games

Staff are sensitive to the needs of individual cohorts of pupils. For certain aspects of the programme, where it is regarded as beneficial, pupils are divided into single gender groups for part or whole of the lesson.

Teaching is conducted in a safe learning environment through use of ground rules – decided by pupils – so that pupils are not put on the spot, feel embarrassed or are expected to discuss their personal issues in class. Teaching resources are chosen based on their age-appropriateness to pupils.

## **9.2 Answering pupils' questions**

During both formal and informal PSHE/RSHE sessions, pupils are encouraged to ask questions. St Michael's believes that pupils should have the opportunity to have their genuine questions answered in a sensible, sensitive, matter-of-fact way. Occasionally a pupil may ask a particularly difficult, explicit, or embarrassing question in class. Teachers will use their professional judgment and discretion to decide whether to answer the question in class and, if so, how.

To manage questions effectively, teachers will establish clear parameters of what is appropriate and inappropriate in a class situation by discussing ground rules with pupils before the main body of the programme is taught. Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads. These rules will be consistently referred to. Teachers will take an approach that encourages pupils to be mature and sensible.

If a teacher does not know the answer to a question, they will acknowledge this and suggest that they or the pupil will research the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge this and attend to it later with the child who asked it. If a question is too personal, the ground rules will be reiterated and if necessary, sources of support will be pointed out. A question box will be provided in each classroom during RSHE lessons so that if a child has a personal question that they don't feel comfortable asking in front of others or feel it would be more appropriate to ask in private, they have a way of sharing their thoughts. If a teacher is concerned that a child's questioning may indicate a risk of sexual abuse, they will follow the school's child protection policy.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## **9.3 Monitoring and Evaluation**





The RSHE programme is regularly evaluated by the PSHE leader and Principal. Views of pupils and teachers who deliver the programme are used to inform planning, improving, and refining the programme on an ongoing basis. Evaluation of work and lessons follows the school policy for monitoring and evaluation.

## 10. EQUAL OPPORTUNITIES

Our children may have varying needs regarding RSHE, depending on their circumstance and background. St Michael's strongly believes that all pupils should have access to RSHE that is relevant to their particular needs. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds. (Reference Equalities Act 2010)

During PSHE/RSHE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs and reflect wider society and modern Britain.

Our approach to RSHE will consider the following:

- **The needs of children.** We will consider the particular needs of each child to ensure that they have equal access to the RSE programme. We will also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to RSE. We will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different social and ethnic groups.
- **Varying home backgrounds.** We recognise that our pupils come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children because of their home backgrounds.
- **Sexuality.** Our RSHE will include sensitive, honest, and balanced consideration of sexuality. We will actively tackle homophobic bullying.
- **Special Educational Needs.** We shall take account that some of our pupils have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSHE needs. Children with SEND may receive tailored materials, smaller group sessions, or one-to-one support where necessary, in consultation with the SENDCO."

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010.

## 11. SAFEGUARDING

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of a child protection issue. Upon this happening, teachers will consult with the designated safeguarding lead or in their absence, the deputy safeguarding lead following usual school protocol for such situations (see Child Protection and Safeguarding Policy).



External visitors who support with the delivery of RSHE in school will be required to follow the safe expectations as set out in this policy in terms of delivery of content and safeguarding.

## **12. POLICY REVIEW**

The RSHE policy will be reviewed annually by the PSHE leader, Principal and Governors of the school.

This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy.

Other related policies include:

- PSHE Policy
- Confidentiality Policy/Statement





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# Appendices



## Appendix 1a

**Key Stage 2 Growing Up & Relationships Theme Overview – Highlighted lessons show non-statutory Sex Education content (right to withdraw)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson 1	Appropriate Contact	Secrets and Surprises	Respect	Changes	What is Puberty?	Puberty Changes
Lesson 2		Appropriate Contact (Lesson 1)	What do families provide?	Growing Up	Puberty for Boys & Girls (separate lessons)	Conception
Lesson 3		Appropriate Contact (Lesson 2)	Family Differences	What is Puberty?	Puberty and Hygiene	Pregnancy and Birth
Lesson 4		Respecting Personal Boundaries	Individual Strengths and Challenges	Puberty and Hygiene	Emotional Changes During Puberty	Relationships
Lesson 5			Peer pressure/ Influences	Personal Safety and Touch	Relationships	Marriage
Lesson 6			Similarities and Differences	Periods (Girls only)	Support Networks	Safe Relationships



## Appendix 1b

### Key Stage 2 Growing Up & Relationships Theme Overview – Highlighted lessons show non-statutory Sex Education content (right to withdraw)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Lesson 1</b>	<b>Appropriate Contact</b> <u>Aim</u> To begin to understand the difference between acceptable and unacceptable physical contact. <u>Success Criteria</u> <ul style="list-style-type: none"> <li>I understand that some types of physical contact are never appropriate.</li> <li>I understand that some types of physical contact are appropriate.</li> </ul> <u>Planning</u> <ul style="list-style-type: none"> <li>Kapow – Year 1 Safety and the changing body Lesson 5</li> </ul>	<b>Secrets and Surprises</b> <u>Aim</u> To begin to understand the difference between secrets and surprises. <u>Success Criteria</u> <ul style="list-style-type: none"> <li>I can explain what a surprise is.</li> <li>I can explain what a secret is.</li> <li>I understand the difference between a secret and a surprise.</li> </ul> <u>Planning</u> <ul style="list-style-type: none"> <li>Kapow – Year 2 Safety and the changing body Lesson 3</li> </ul>	<b>Respect</b> <u>Aim</u> To recognise respectful behaviour and understand the importance of self-respect. <u>Success Criteria</u> <ul style="list-style-type: none"> <li>I can recognise respectful behaviours e.g. helping or including others, being responsible.</li> <li>I know the importance of self-respect and their right to be treated respectfully by others.</li> </ul> <u>Planning</u> <p>St Michael's CE (A) Primary School planning – Curriculum 2021 – PSHE Year 3</p>	<b>Changes</b> <u>Aim</u> To discuss how we have changed since we were a baby and how we will change in the future. <u>Success Criteria</u> <ul style="list-style-type: none"> <li>To consider the changes that can take place in our lives and those of others.</li> <li>To discuss the feelings associated with change and how these are different for different people.</li> <li>To appreciate that as we change we are able to do different things and develop different interests.</li> </ul> <u>Planning</u> <ul style="list-style-type: none"> <li>SRE Y4 Lesson 1: Changes</li> </ul>	<b>What is Puberty</b> <u>Aim</u> To understand physical changes during puberty. <u>Success Criteria</u> <ul style="list-style-type: none"> <li>I understand how the body changes as a child becomes an adult.</li> <li>I can accurately label sexual external parts of the body.</li> <li>I can accurately label internal reproductive organs.</li> </ul> <u>Planning</u> <ul style="list-style-type: none"> <li>Kapow – Y5 Safety and the Changing Body lesson 3 Puberty</li> </ul>	<b>Puberty Changes</b> <u>Aim</u> To explore the changes that happen during puberty and growing up. <u>Success Criteria</u> <ul style="list-style-type: none"> <li>I understand changes that happen during puberty for boys, girls, both.</li> <li>I can name the parts of the body.</li> <li>I can use my knowledge to answer other people's problems.</li> </ul> <u>Planning</u> <ul style="list-style-type: none"> <li>CWC Lesson 1 SRE Puberty Pack Y6</li> <li>Kapow – Y6 Safety and the Changing Body lesson 4 Video</li> </ul>



Lesson 2		<p><b>Appropriate Contact (Lesson 1)</b></p> <p><u>Aim</u> To begin to understand the concept of privacy and the correct vocabulary for body parts.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand what 'private' means.</li> <li>I can name parts of the body.</li> <li>I can name the private parts of my body correctly.</li> <li>I understand that my private parts belong to me.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Year 2 Safety and the changing body Lesson 4</li> </ul>	<p><b>What do families provide?</b></p> <p><u>Aim</u> To learn about family relationships.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>recognise the features of family life</li> <li>identify the qualities of different family relationships</li> <li>explain how families can support and care for each other</li> <li>describe positive aspects of belonging to a family</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>PSHE Association KS2 Families lesson 1.</li> </ul>	<p><b>Growing Up</b></p> <p><u>Aim</u> To recognise that change is part of growing up.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand I have changed physically and developed skills in my life so far.</li> <li>I can identify some physical changes I will go through before I become an adult.</li> <li>I can identify things I will be able to do when I am an adult that I cannot do now.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Y4 Safety and the Changing Body lesson 6 Growing Up</li> </ul>	<p><b>Puberty for Boys &amp; Girls (separate lessons)</b></p> <p><u>Aim</u> To understand the menstrual cycle</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand the process of the menstrual cycle.</li> <li>I can explain some changes I will go through during puberty.</li> <li>I know who I can go to for help if I need to.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Y5 Safety and the Changing Body lesson 4 Menstruation</li> </ul>	<p><b>Conception</b></p> <p><u>Aim</u> To understand the biology of conception.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand the menstrual cycle.</li> <li>I understand how a baby is conceived.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Y6 Safety and the Changing Body lesson 5 Conception</li> </ul>
Lesson 3		<p><b>Appropriate Contact (Lesson 2)</b></p> <p><u>Aim</u> To understand safe and unsafe touches.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I can explain the PANTS rule.</li> <li>I know how to tell someone to stop if I feel uncomfortable or upset about their behaviour.</li> </ul>	<p><b>Family Differences</b></p> <p><u>Aim</u> To recognise and respect that there are different types of families.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>describe different family structures</li> <li>identify what families have in common and how they can differ</li> </ul>	<p><b>What is Puberty?</b></p> <p><u>Aim</u> To recognise the physical differences between children and adults.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand that my body will change as I become an adult.</li> <li>I understand that different changes happen to males and females.</li> </ul>	<p><b>Puberty and Hygiene</b></p> <p><u>Aim</u> To recap on the importance of maintaining personal hygiene as our bodies grow and change.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand why it is important to keep myself clean during puberty.</li> <li>I know about products and routines that can help me to do so.</li> </ul>	<p><b>Pregnancy and Birth</b></p> <p><u>Aim</u> To understand the development of the baby during pregnancy.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand how a baby develops in the womb during pregnancy.</li> <li>I can identify some of the things a baby needs.</li> </ul>



		<ul style="list-style-type: none"> <li>I can name someone I can talk to if I am worried or uncomfortable.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Year 2 Safety and the changing body Lesson 5</li> </ul>	<ul style="list-style-type: none"> <li>recognise that all family types should be valued and celebrated</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>PSHE Association KS2 Families lesson 2.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some physical differences between child and adult bodies.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Y4 Safety and the Changing Body lesson 7 Introducing Puberty</li> </ul>	<ul style="list-style-type: none"> <li>I understand the feelings and emotions associated with personal hygiene.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>CWC Lesson 3 SRE Puberty Pack Y5</li> </ul>	<p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Y6 Safety and the Changing Body lesson 6 Pregnancy and Birth</li> </ul>
<b>Lesson 4</b>		<p><b>Respecting Personal Boundaries</b></p> <p><u>Aim</u></p> <p>To know my body is important and belongs to me.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I can choose what happens to my body.</li> <li>I know I can give permission and take it away when I choose.</li> <li>I know who to talk to if I feel uncomfortable.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Year 2 Safety and the changing body Lesson 6</li> </ul>	<p><b>Individual Strengths and Challenges</b></p> <p><u>Aim</u></p> <p>To recognise how strengths and interests form part of a person's identity.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I can identify my own personal strengths and interests and what I'm proud of.</li> <li>I know that everyone is an individual and has unique and valuable contributions to make.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow - Y3 Health &amp; Wellbeing Lesson 4: My Superpowers</li> </ul>	<p><b>Puberty and Hygiene</b></p> <p><u>Aim</u></p> <p>To learn about how to maintain personal hygiene during puberty.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I can understand the physical and emotional changes that happen during puberty.</li> <li>I can understand the importance of keeping clean during puberty.</li> <li>I can understand how to keep clean during puberty.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>SRE Y4 Lesson 4: Puberty and Hygiene</li> </ul>	<p><b>Emotional Changes During Puberty</b></p> <p><u>Aim</u></p> <p>To understand emotional changes during puberty</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand that puberty may change my feelings as well as my body.</li> <li>I understand that everyone is different and these differences are normal.</li> <li>I know who I can talk to if I am worried about anything.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Y5 Safety and the Changing Body lesson 5 emotional Changes in puberty</li> </ul>	<p><b>Relationships</b></p> <p><u>Aim</u></p> <p>To consider how relationships will change as they grow up.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand how relationships change as I grow up.</li> <li>I understand there are different types of relationships.</li> <li>I am able to explain some of the love and relationship qualities with a boyfriend/girlfriend.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>CWC Lesson 3 SRE Puberty Pack Y6</li> </ul>
<b>Lesson 5</b>			<p><b>Peer pressure/ Influences</b></p> <p><u>Aim</u></p> <p>To understand the choices people can make and those</p>	<p><b>Personal Safety and Touch</b></p> <p><u>Aim</u></p> <p>To understand the concepts of personal space, appropriate</p>	<p><b>Relationships</b></p> <p><u>Aim</u></p> <p>To consider how relationships will change as they grow up, the qualities in a friend and</p>	<p><b>Marriage</b></p> <p><u>Aim</u></p> <p>To understand the concept of marriage.</p> <p><u>Success Criteria</u></p>





			<p>which are made or influenced by others.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand some choices I can make.</li> <li>I understand why some decisions are made for me.</li> <li>I can explain who might make choices for me.</li> <li>I understand that there are people who will influence what I choose.</li> <li>I can explain how someone's influence might not be good for me</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow Y3/4 Lesson 6: Choices and Influences</li> </ul>	<p>touch, and respecting their bodies.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I can report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> <li>I can identify situations where it is necessary to maintain personal space and boundaries.</li> <li>I can demonstrate understanding of appropriate and inappropriate touches.</li> <li>I can recognise when it is appropriate to keep a confidence or share a secret.</li> <li>I can explain the importance of seeking help if feeling worried or uncomfortable about someone's behaviour, including online interactions.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>SRE Y4 Lesson 5: Personal Safety and Touch</li> </ul>	<p>discuss qualities in a future boyfriend/girlfriend.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand how relationships will change as I grow up.</li> <li>I can recognise that we all have different types of relationships.</li> <li>I am aware of the qualities that make a good friend.</li> <li>I am beginning to explore love and relationship qualities with a boyfriend/girlfriend.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>CWC Lesson 5 SRE Puberty Pack Y5</li> </ul>	<ul style="list-style-type: none"> <li>I understand that marriage is a legal commitment.</li> <li>I understand that marriage is an individual choice.</li> <li>I can explain why people might decide to get married.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Y5 Families and Relationships Lesson 3 Marriage</li> </ul>
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Lesson 6			<p><b>Similarities and Differences</b></p> <p><u>Aim</u></p> <p>To explore the similarities and differences between males and females.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>To consider factors that contribute to their own identity</li> <li>To consider similarities and differences between sexes (males and females).</li> <li>To name male and female body parts.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>SRE Lesson Plan Y3 Lesson 2: Teams-Curriculum-PSHE-Y3</li> </ul>	<p><b>Periods (Girls only)</b></p> <p><u>Aim</u></p> <p>To understand the menstrual cycle</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand the process of the menstrual cycle.</li> <li>I know who I can go to for help if I need to.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>Kapow – Y5 Safety and the Changing Body lesson 4 Menstruation</li> </ul>	<p><b>Support Networks</b></p> <p><u>Aim</u></p> <p>To consolidate learning through providing and knowing where to access support.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I understand how to manage the changes that will happen during puberty.</li> <li>I can recap on the physical, emotional and social changes that happen during puberty.</li> <li>I can identify who I can ask for support with regards to puberty and relationships.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>CWC Lesson 6 SRE Puberty Pack Y5</li> </ul>	<p><b>Safe Relationships</b></p> <p><u>Aim</u></p> <p>To discuss how we can always feel safe in our relationships.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>I can recognise that secrets can be good and bad and have different feelings associated with them.</li> <li>I can identify appropriate touches in different relationships.</li> <li>I know who I can speak with if a situation makes me feel uncomfortable.</li> <li>I know the NSPCC PANTS rule.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>CWC Lesson 6 SRE Puberty Pack Y6</li> </ul>
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## Appendix 2 Overview for PSHE

	Themed Weeks	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Wellbeing Focus
Autumn 1		<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	Connect
Autumn 2	Anti-Bullying Week with a focus on cyber bullying	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	Give
Spring 1	Safer Internet Week (with Computing Lead)	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	Keep Learning
Spring 2	Health Week	<u>Healthy eating and Physical activity</u> (3 weeks)  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity</u> (3 weeks)  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity</u> (3 weeks)  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity</u> (3 weeks)  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity</u> (3 weeks)  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity</u> (3 weeks)  <u>Drug Education (3 weeks)</u>	
Summer 1		<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	Take Notice



Summer 2	My Money Week	Being Safe and Healthy	Being Safe and Healthy	Being Safe and Healthy	Being Safe and Healthy	Being Safe and Healthy	Being Safe and Healthy  Transition Work	Be Active

