

# Hade Edge Junior, Infant & Nursery School



Personal, Social, Health and Economic Education (including Relationship and Sex Education) Draft Policy

MARCH 2021

Hade Edge Junior, Infant & Nursery School

## **Government Guidance**

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education). See Appendix 2.

As Relationships and Health Education are now statutory, parents will be unable to withdraw their child from lessons at Hade Edge School. If there is any element of the curriculum that you would like to discuss further please do make an appointment to speak to Mrs Gemma Koltuk (Assistant Head) or Mr Jeff Kilner (Head Teacher).

*This policy has due regard to the following legislation and guidance:*

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).

- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

## Definitions

- RSHE: Relationships education, relationships and sex education and health education.
- Health education: Physical health and mental wellbeing.
- Relationships education: The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- Sex education: There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is ‘how a baby is conceived and born’ (reproduction and birth).
- RSE: Relationships and sex education.
- PSHE: Personal, Social, Health and Economic (PSHE) education.

## Intent Statement

At Hade Edge School, we believe that Personal, Social and Economic Education (PSHE Ed) including relationships education, through the promotion of spiritual, moral and cultural education provides a basis for the foundation for the development of young children’s values, attitudes and beliefs.

The 3 key aims of the new government guidance are: to help keep children safe, to help to prepare them for the world in which they grow up, including the laws as they relate to relationships, sex and health and to help foster respect for others and difference.

Our PSHE Ed curriculum and school values are designed to meet these needs so that they can take their place as confident adults in society and the wider world. Our intention is to work in partnership with parents and the community to support the social and emotional development of each child. This policy is underpinned by the values and principles outlined in the Kirklees Charter for RSHE Education. (appendix 1).

## Roles and Responsibilities

### **The Governing Body**

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the PSHE Ed policy.
- Hold the Headteacher / Assistant head to account for the implementation of the policy (checking the PSHE Ed curriculum is well-led and effectively managed).

### **The Headteacher (Jeff Kilner)**

- The development and implementation of the PSHE Ed policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure PSHE Ed is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Body on the implementation and effectiveness of the policy
  - Review the policy (on an annual basis).

### **Lead teacher for PSHE Ed (Gemma Koltuk)**

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.

- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

### SENCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

### All teachers of PSHE Ed

- Know and act in accordance with the PSHE Ed policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of PSHE Ed.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about PSHE Ed teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching PSHE Ed with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching PSHE Ed.

## **Implementation**

### **PSHE Programme of Study**

At Hade Edge Junior, Infant and Nursery School we follow the PSHE Associations Programme of Study to support us in providing a comprehensive programme that integrates, but not limited to, the statutory content. We also aim to cover economic wellbeing, careers and enterprise education as well as education for personal safety, including assessing and managing risk.

### **Aims in the PSHE curriculum**

Our Programme of Study sets out learning opportunities for Early Years to Key Stage 2, based on three core themes:

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

### **Progression in coverage of PSHE**

The Programme of Study sets out learning opportunities for each key stage, in each core theme, organised under subheadings. These learning opportunities should be used flexibly by teachers to plan their programme according to pupils' development, readiness and needs, and considering prior learning, experience and understanding.

Learning from one area may be related and relevant to others. Whilst the framework distinguishes three separate core themes, there will be extensive overlap, so when planning schemes of work, teachers from Hade Edge may draw from more than one theme. PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education. See Appendix 3.

## **Early Years and Foundation Stage**

Pupils should be encouraged to develop positive relationships with their peers as well as staff members. In addition, pupils should be encouraged to ask questions and talk about their own feelings and experiences. Pupils should use their imagination and curiosity to develop appreciation of, and wonder at, the natural world. They should learn to appreciate and value human beings, recognising and encountering diversity.

Although all areas of the EYFS profile are relevant, PSHE particularly supports the development of: Personal, social and emotional development; Physical development, Understanding the world.

### **Personal, Social and Emotional Development:**

#### *Early Learning Goals:*

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequence and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### **Physical Development:**

#### *Early Learning Goals:*

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Understanding the World**

#### *Early Learning Goals:*

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### **Key Stage 1 and Key Stage 2**

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

As we have mixed age classes, teachers will plan on a 2-year rolling cycle, therefore children in Marvellous Meerkats class children will be taught the topics from Year 1 and 2, Wonderful Wolves will be taught the topics from Year 3 and 4 and Excellent Eagles will be taught the topics from Year 5 and 6. At Hade Edge School, we have taken the decision to move the year 4 Health and Wellbeing Growing and Changing Unit: Puberty; in to Year 5. Year 5 and 6 pupils will be taught about puberty separately.

### **Time allocation**

Teachers will plan for and teach at least 1-hour lesson per week (or the equivalent) throughout the year.



## Sex Education

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

***At Hade Edge Junior, Infant and Nursery School we have a programme of sex education (e.g. how a baby is conceived and born). This will be undertaken in Summer Term 2 2022 for pupils in Year 6.***

Prior to the delivery of Sex Education lessons parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

Appendix 4 outlines the sex education content at Hade Edge School.

### **Safeguarding: safe and effective practice**

PSHE Ed will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.

- Teachers are aware that effective PSHE Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In PSHE Education lessons:
  - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
  - ❖ Teachers will agree with pupils the limits of confidentiality.
  - ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
  - ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

### **Engaging Stakeholders (parents, staff, children and governors)**

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for PSHE Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.

Our aim at Hade Edge Junior, Infant and Nursery School is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of PSHE Education.

At Hade Edge Junior, Infant and Nursery School, we have worked closely with parents when planning and delivering PSHE Education.

Parents/carers are provided with the following information:

- ❖ The content of the RSHE curriculum.
- ❖ The delivery of the RSHE/curriculum (including examples of the resources used).
- ❖ How to support/complement RSHE teaching at home.
- ❖ How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory PSHE.

In addition to their involvement in developing the PSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about PSHE. If parents/carers have concerns about any aspect of the PSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter. Parents/carers contacting the school about PSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

## **Faith and cultural perspectives on PSHE Education**

Teaching PSHE Ed effectively means considering the many faiths and cultures of Britain today and knowing about the law. As a school we will deliver PSHE Ed. in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country. PSHE Ed teaching at Hade Edge School will promote equality and challenge all forms of prejudice and discrimination. A diverse range of resources will be used so every child and family feels included, respected, and valued. Parents and carers are key partners in PSHE Education and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

## The right to be excused from sex education

- Science, relationships, and health education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the Headteacher to 'discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).
- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).
- The parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 5 & 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

## Monitoring the quality of provision for PSHE

- The subject lead (Gemma Koltuk) for PSHE Education is responsible for monitoring the quality of teaching and learning.
- The PSHE Education link governor (Kay Davies) will meet with the subject lead to discuss the effectiveness of PSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

## Appendix 1: Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

### Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

### Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance Relationships education, relationships and sex education (RSE) and health education (DfE, 2019).
2. RHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.

4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
7. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
8. RSHE policy and planning will be informed by: national guidance and evidence- based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.
12. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.

15.RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.

16.RSHE lessons will encourage participation by using a variety of teaching approaches.

17.RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.

18.Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views.

19.Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.

20.Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association Selecting and working with visitors and speakers: guidance for schools) and/or their own guidance on the vetting and checking of any visitor before inviting them into school, in line with standard practice.

## Appendix 2: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

### Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security, and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through, so that the friendship is repaired or even strengthened and that resorting to violence is never right.



- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
  - Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
  - The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

### Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

- Where to seek advice, for example, from their family, their school and other sources.

## Mental Wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## Internet safety and harms

### By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
  - The importance of keeping personal information private.
  - Why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.
- Where and how to report concerns and get support with issues online.

## Physical Health and Fitness

### By the end of primary school, pupils will know:

- The mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

## Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

## Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.
- 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 and viruses, how they are spread and treated, and the importance of hand washing.
  - The facts and science relating to immunisation and vaccination.

## Basic First Aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries.

## Changing adolescent body.

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## Appendix 3: PSHE Association Programme of Study: End of Key Stage statements

Green lettering shows what will be taught at Hade Edge whilst red identifies the elements that will NOT be taught. Objectives highlighted yellow are not statutory content

### CORE THEME 1: Heath and well being

KS1: Learning Opportunities in Health and Wellbeing <i>Pupils learn...</i>	KS2: Learning Opportunities in Health and Wellbeing <i>Pupils learn...</i>
<b>Healthy lifestyles (physical wellbeing)</b>	
H1. about what keeping healthy means; different ways to keep healthy	H1. how to make informed decisions about health
H2. about foods that support good health and the risks of eating too much sugar	H2. about the elements of a balanced, healthy lifestyle
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H3. about choices that support a healthy lifestyle, and recognise what might influence these
H4. about why sleep is important and different ways to rest and relax	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. simple hygiene routines that can stop germs from spreading	H5. about what good physical health means; how to recognise early signs of physical illness
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. how to keep safe in the sun and protect skin from sun damage	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10. about the people who help us to stay physically healthy	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
<b>Mental health</b>	
H11. about different feelings that humans can experience	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H12. how to recognise and name different feelings	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
H13. how feelings can affect people's bodies and how they behave	H17. to recognise that feelings can change over time and range in intensity



H14. how to recognise what others might be feeling	H18. about everyday things that affect feelings and the importance of expressing feelings
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
H16. about ways of sharing feelings; a range of words to describe feelings	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
<b>Ourselves, growing and changing</b>	
H21. to recognise what makes them special	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H22. to recognise the ways in which we are all unique	H26. that for some people gender identity does not correspond with their biological sex
H23. to identify what they are good at, what they like and dislike	H27. to recognise their individuality and personal qualities
H24. how to manage when finding things difficult	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H26. about growing and changing from young to old and how people's needs change	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H27. about preparing to move to a new class/year group	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); (This will be taught as part of Year 6 Sex education and parents / carers have the right to withdraw their child) how babies need to be cared for
	H34. about where to get more information, help and advice about growing and changing, especially about puberty
	H35. about the new opportunities and responsibilities that increasing independence may bring
	H36. strategies to manage transitions between classes and key stages
	<b>Please note that the Year 4 / 5 unit of work on puberty will be taught in Year 5 and 6 and not year 4.</b>
<b>Keeping Safe</b>	
H28. about rules and age restrictions that keep us safe	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
H29. to recognise risk in simple everyday situations and what action to take to minimise harm	H38. how to predict, assess and manage risk in different situations
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
H31. that household products (including medicines) can be harmful if not used correctly	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H33. about the people whose job it is to help keep us safe	H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	H43. about what is meant by first aid; basic techniques for dealing with common injuries <sup>2</sup>
H35. about what to do if there is an accident and someone is hurt	H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
H36. how to get help in an emergency (how to dial 999 and what to say	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
<b>Drugs, alcohol and tobacco</b>	
H37. about things that people can put into their body or on their skin; how these can affect how people feel	H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
	H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
	H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
	H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

**CORE THEME 2: Relationships**

<p><b>KS1: Learning Opportunities in Relationships</b> <i>Pupils learn...</i></p>	<p><b>KS2: Learning Opportunities in Relationships</b> <i>Pupils learn...</i></p>
<p><b>Families and close positive relationships</b></p>	
<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p>
<p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p>	<p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p>
<p>R3. about different types of families including those that may be different to their own</p>	<p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p>
<p>R4. to identify common features of family life</p>	<p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>
<p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>

	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
<b>Friendships</b>	
R6. about how people make friends and what makes a good friendship	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R7. about how to recognise when they or someone else feels lonely and what to do	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R8. simple strategies to resolve arguments between friends positively	R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
R9. how to ask for help if a friendship is making them feel unhappy	R13. the importance of seeking support if feeling lonely or excluded
	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
	R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
<b>Managing hurtful behaviour and bullying</b>	
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R11. about how people may feel if they experience hurtful behaviour or bullying	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R21. about discrimination: what it means and how to challenge it
<b>Safe Relationships</b>	
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
R14. that sometimes people may behave differently online, including by pretending to be someone they are not	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
R15. how to respond safely to adults they don't know	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	R26. about seeking and giving permission (consent) in different situations
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or

	should not be agreed to, and when it is right to break a confidence or share a secret
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
<b>Respecting self and others</b>	
R21. about what is kind and unkind behaviour, and how this can affect others	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R22. about how to treat themselves and others with respect; how to be polite and courteous	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
R23. to recognise the ways in which they are the same and different to others	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
R24. how to listen to other people and play and work cooperatively	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R25. how to talk about and share their opinions on things that matter to them	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

### CORE THEME 3: Living in the Wider World

<b>KS1: Learning Opportunities in Living in the Wider World</b> <i>Pupils learn...</i>	<b>KS2: Learning Opportunities in Living in the Wider World</b> <i>Pupils learn...</i>
<b>Shared Responsibilities</b>	
L1. about what rules are, why they are needed, and why different rules are needed for different situations	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
L2. how people and other living things have different needs; about the responsibilities of caring for them	L2. to recognise there are human rights, that are there to protect everyone
L3. about things they can do to help look after their environment	L3. about the relationship between rights and responsibilities
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
	L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
<b>Communities</b>	
L4. about the different groups they belong to	L6. about the different groups that make up their community; what living in a community means
L5. about the different roles and responsibilities people have in their community	L7. to value the different contributions that people and groups make to the community
L6. to recognise the ways they are the same as, and different to, other people	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes



	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
<b>Media literacy and digital resilience</b>	
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	L11. recognise ways in which the internet and social media can be used both positively and negatively
L8. about the role of the internet in everyday life	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
L9. that not all information seen online is true	L13. about some of the different ways information and data is shared and used online, including for commercial purposes
	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
	L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
<b>Economic wellbeing: Money</b>	
L10. what money is; forms that money comes in; that money comes from different sources	L17. about the different ways to pay for things and the choices people have about this
L11. that people make different choices about how to save and spend money	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
L13. that money needs to be looked after; different ways of doing this	L20. to recognise that people make spending decisions based on priorities, needs and wants
	L21. different ways to keep track of money
	L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	L24. to identify the ways that money can impact on people's feelings and emotions
<b>Economic wellbeing; aspirations, work and career</b>	
L14. that everyone has different strengths	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L15. that jobs help people to earn money to pay for things	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L16. different jobs that people they know or people who work in the community do	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L17. about some of the strengths and interests someone might need to do different jobs	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
	L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	L31. to identify the kind of job that they might like to do when they are older
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

## Appendix 4: Sex education at Hade Edge Junior, Infant and Nursery School

- Sex education is not compulsory in primary schools (DfE, para 65/page 23)
- DfE recommends that ‘all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils’. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born’ (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the content of health education as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- LGBT: all teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15).
- Schools are free to determine whether pupils are taught sex education beyond what is required above.

### *At Hade Edge Junior, Infant and Nursery School we teach sex education in Year 6*

At Hade Edge Junior, Infant and Nursery School we have a programme of sex education (e.g. how a baby is conceived and born). This will be undertaken in Summer Term 2 2022 for pupils in Year 6 (and yearly thereafter).

Prior to the delivery of Sex Education lessons parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme. (Spring Term 1 2022)
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

## SEX EDUCATION LESSONS

In the Summer Term of Year 6, pupils will look at the topic of puberty. There are 3 lessons, which build upon prior knowledge and understanding of work completed in Year 5. These lessons are statutory. There will then be 1 which focuses on sex education and how babies are made. We intend to use the lesson plan provided by the PSHE Association. The lesson will be discussed in detail at a yearly meeting for Year 6 parents, where parent / carers will be given the opportunity to discuss the content of the lesson and resources used etc. Following this lesson there will be an additional lesson where the teacher will answer any questions that the children may have.

### *Overview of content to be delivered as part of Sex Education at Hade Edge Junior, Infant and Nursery School:*

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent in this context. It enables pupils to reflect on values and responsibilities within healthy adult relationships.

### LEARNING OBJECTIVES:

We are learning:

- about adult relationships and the human life cycle

- about human reproduction (how a baby is made and how it grows)

### INTENDED LEARNING OUTCOMES:

- identify the links between love, committed relationships / marriage, and conception
- explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults
- explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

### KEY WORDS:

Love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception

### CORE ACTIVITIES:

- Explain that today's lesson will focus on adult relationships. Point out where on the human life cycle we will be focussing (from young adult to middle-age).
- Ask pupils to work in pairs, to discuss the different ways that two adults who are part of a loving couple might show their commitment, care and love for each other.
- Take feedback to collect different ideas. Elicit that there are lots of ways people express love and show they care deeply for another person. Explain that some ways may be very personal and private between the couple, and others may be more public. You might want to ask the pupils to give some examples of each from the ideas they came up with.
- If pupils have used specific vocabulary or alluded to 'sexual intercourse' in the introductory activity, refer back to their words, or if not, say that sex (or sexual intercourse) is just one way that adults may choose to show their love and care for each other. Pupils may have used words other than sexual intercourse, i.e. making love or having sex. If so, discuss with the pupils why these terms might be used.

Reflect on what is meant by 'consenting' or 'consent'—highlight that both adults should agree and feel comfortable and happy about what is happening. Stress that being pressurised or persuaded to agree to something is not consenting, and that making or persuading someone to do something sexual that they're not happy or comfortable to do is wrong and against the law. Explain that this does not just relate to sexual intercourse—the same applies to everything (touching someone, to holding hands, cuddling and kissing). Explain that a couple might also decide to have a baby together, which usually happens through sexual intercourse. You may choose at this point, to mention that there are other ways—such as IVF, assisted conception or surrogacy—that can be used by opposite or same sex couples, although this is raised later in the quiz activity and can be further explored then. It is worth pointing out that sexual intercourse is just one part of sex or intimacy between two consenting adults

- With pupils working in small groups ask them to put the cards from Resource J: How a baby is made sequencing cards in order to explain how they think a baby is made through sexual intercourse. Afterwards, go through the sequence with the class. Clarify any misconceptions, and point out the importance of them both feeling happy and loving at the beginning of the sequence
- Give pupils a few minutes to record questions they have about the previous activity. These should be anonymous, and put into the 'ask-it-basket' for you to read later and decide how best to respond.
- Explain that the next activity might answer some of the questions they have asked but will also look in more detail at what is meant by pregnancy. Re-organise the pupils into different small groups and give each a set of Resource K: Pregnancy fact cards. Ask pupils to take turns to read each one and decide whether the statement is true, false or depends. Afterwards, go through each as a whole class, discussing pupils' responses, using the Teaching the Y6 lesson plans: Additional notes section to help you fill gaps in understanding or correct misconceptions.
- Discuss how, before deciding to have a baby, a person or couple will have lots to think about. Ask pupils what someone might be thinking before they decide to try for a baby. This might include thoughts and feelings about how their life will change, or practical considerations: like having enough money; a permanent home; or all the things a baby might need. Take feedback, recording some of their ideas in thought bubbles drawn on the flipchart or whiteboard. Elicit that deciding to have a baby can be very exciting but also means extra responsibility, so people have to think carefully about it.
- Ask pupils to go back to their baseline assessment 'Concept conversation: how babies are made' and add to, correct or amend their initial ideas using a different coloured pen and add any other new learning from the lesson. As before, they should work independently with their own ideas. This provides an opportunity for personal reflection as well as gathering evidence of progress. At a later time (ideally next lesson), respond to pupils' questions written following activity 2, perhaps by re-phrasing them and providing a quiz to complete in pairs.

## Appendix 5: Sample letter to parents/carers (engagement)

Dear .....

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 6: Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

<b>Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum</b> <b>A copy of this form should be given to the parent(s) and a copy retained in school</b>	
<b>To be completed by the parent(s)</b>	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
<b>To be completed by the Headteacher</b>	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	



Headteacher signature	
Review date	