



WIMBLEDON PARK PRIMARY SCHOOL

Personal, Social and Health Education (PSHE) (Incorporating Relationships and Sex Education)

Approved: Chair of Governors

Executive Headteacher

Original policy: Mar 2020

Reviewed: Mar 2022

Definition, Aims, Objectives

Personal, social and health education (PSHE), including relationships and sex education, enables children to become healthy, independent and responsible members of society.

Personal, social and health education (PSHE), including relationships and sex education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. WPPS treats PSHE with equal importance to all other wider curriculum areas seeing huge value on the impact on children as learners and members of our community with the greatest benefit being experienced by most disadvantaged pupils

The aims of PSHE (including relationships and sex education) is to provide a framework in which sensitive discussions can take place.

Benefits of PSHE teaching for children :

- Improved physical and emotional health
- Positive impact on academic achievement
- Relationships: including developing and maintaining positive relationships and dealing with negative relationships, in ways which include: Bullying and how to deal with it
- Developing effective communication
- Identifying inappropriate behavior and the importance of consent
- Developing independence: Promoting resilience and responsibility: including preparing children and young people to face life's challenges and make the most of life's opportunities.
- Health: including healthy lifestyles, healthy eating and exercise; mental and emotional health; drug, alcohol and tobacco education; emergency life-saving skills.
- Managing risk: including understanding personal safety and online safety; financial choices and risks; appreciating the value of taking risks in certain situations (e.g. entrepreneurial risks).

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group of staff drafted the policy based on national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make comments and suggestions
3. Parent/governor review – a small working party of parents and governors were invited to read the policy and make comments and suggestions
4. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the final draft
5. Ratification – once amendments were made, the policy was approved by governors
6. Limited Jan 2022 update to meet requirements of policy review schedule – a more detailed review will take place in the next cycle

Statutory requirements

We have regard for statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 **Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)**

We are required to comply with relevant requirements of the **Equality Act 2010** paying particular attention to the Public Sector Equality Duty (PSED) (s.149 of the **Equality Act**).

As a maintained primary school we must provide relationships education to all pupils as per **section 34 of the Children and Social work act 2017**. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching relationships and sex education, we must have regard to guidance issued by the Secretary of State as outlined in **section 403 of the Education Act 1996**.

Curriculum

Our entire curriculum is set out in detail in Appendix 1, giving the learning objectives in every year group for each half term. This may need to be adapted as it is taught over the course of the year. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age and needs of pupils. The curriculum is delivered through a combination of teaching factual information and the exploration of issues and values.

In each year group, there is a different curriculum focus in each term:

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| Autumn | Relationships: Families and Friendships, Safe Relationships and Respecting Ourselves and Others |
| Spring | Health and Wellbeing: Physical Health and Mental Wellbeing, Growing and Changing (sex education) and Keeping Safe. |
| Summer | Living in the Wider World: Rights and Responsibilities in the Community, Media Literacy and Digital Resilience and Money and Work |

This repeating pattern each year ensures that prior learning in each theme is revisited and built on further as children progress through primary school.

New Statutory Requirements for Relationships Education and Health Education

From September 2020, primary schools **must** teach **Relationships Education** and **Health Education**, as set out in statutory guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

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

Secretary of State Foreword

These new statutory requirements are core elements of our PSHE (incorporating Relationships and Sex Education) curriculum, particularly through the focus themes during the Autumn and Spring terms.

The government intent is for Relationships Education and Health Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, sitting alongside an essential understanding of how to be healthy.

It should be noted that under the statutory guidance for Relationships Education and Health Education, **a few key aspects of the curriculum that had previously been non statutory (with a right of parental withdrawal) are now statutory with no right of parental withdrawal from these lessons.** Most notably, this includes **puberty** (preparing students for the changes that adolescence brings) and **different families** (that families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences).

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, blended families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The new statutory requirements for Relationships Education and Health Education are outlined in detail in Appendix 2 (and can also be traced back through the half termly learning plans in Appendix 1)

Sex Education

We have two sex education lessons in the spring term of Year 6. We believe that the statutory learning that has happened throughout all the Growing and Changing menstruation is logically linked to these two final lessons on linking between sexual maturity and how a baby is conceived and born.

The two lessons are **Puberty and Reproduction**; and **Families, Conception and Pregnancy**. The detailed plan for each of these lessons, using the well-established Medway Public Health Directorate resources (and which is also the basis for the Growing and Changing topic in all other year groups) is included as Appendix 3.

These lessons are not about the promotion of sexual activity. If pupils ask questions outside the scope of the lesson plan, teachers will respond in an appropriate manner (also referring them to ask the same question to their parents) so they are sufficiently informed and don't seek answers online.

Parents' right to withdraw

Parents have the right to withdraw from the two Year 6 lessons: **Reproduction**; and **Families, Conception and Pregnancy**. All other content in the curriculum is now **statutory**.

At the start of the Spring term, the school will write to parents in year 6 to notify them of the forthcoming sex education lessons and of their right to withdraw their child. Requests for withdrawal from these lessons should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head of School. Alternative work will be given to pupils who are withdrawn from these lessons.

Pupils with special educational needs and disabilities (SEND)

The curriculum must be accessible for all pupils, including those with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all pupils. For some SEND pupils, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure that our teaching is sensitive, age and developmentally appropriate and delivered with reference to the law.

Roles and responsibilities

The governing body

The governing body approves the PSHE (including relationships and sex education) policy, and holds the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for ensuring that PSHE (including relationships and sex education) is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components.

Teachers

Teachers are responsible for:

- Delivering PSHE (including relationships and sex education) without imposing their views or personal beliefs
- Modelling positive attitudes to PSHE (including relationships and sex education)
- Representing diverse groups of people through resource and image choices
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of PSHE (including relationships and sex education)

Staff do not have the right to opt out of teaching PSHE (including relationships and sex education). Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

Training

Staff are trained on the delivery of PSHE (including relationships and sex education) as part of their induction and it is included in our continuing professional development calendar and programme.

The Head of School may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff.

Monitoring arrangements

The delivery of PSHE (including relationships and sex education) is monitored by the senior leadership team and the PSHE Curriculum Leader through classroom visits, staff feedback, discussion with pupils and reviewing teachers' planning.

Pupils' development in PSHE (including relationships and sex education) is monitored by class teachers as part of our internal assessment systems.

Appendix 1: PSHE (incorporating Relationships and Sex Education) Termly Overview

| | Autumn: Relationships | | | Spring: Health and Wellbeing | | | Summer: Living in the wider world | | |
|--------|--|--|---|---|---|--|---|---|--|
| | Families and Friendships | Safe Relationships | Respecting Ourselves and Others | Physical Health and Mental Wellbeing | Growing and Changing | Keeping Safe | Belonging to a Community | Media Literacy and Digital Resilience | Money and Work |
| Year 1 | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | Keeping healthy; food and exercise, hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money |
| Year 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals |

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| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe |
| Year 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity (gender identity); recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes |
| Year 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media | Valuing diversity; challenging discrimination and stereotypes | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial risks |

YEAR 1

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| <p>Autumn: Relationships</p> | <p>Families and Friendship Roles of different people; families; feeling cared for</p> <p>Safe Relationships Recognising privacy; staying safe; seeking permission</p> <p>Respecting Ourselves and Others How behaviour affects others; being polite and respectful</p> | <p>To identify people who care for me</p> <p>To know what it means to be a family and how families are different</p> <p>To know the role different people play in my life and how they care for me</p> <p>To know about the importance of telling someone if you feel worried</p> <p>To know about situations when my body or feelings might be hurt and who to go to for help</p> <p>To know what kind and unkind behaviour mean inside and outside of school</p> <p>To know how kind and unkind behaviour can make people feel</p> <p>To know what it means to keep something private (including parts of the body)</p> <p>To identify different types of touch and how it makes people feel</p> <p>To know how to respond if being touched makes me feel uncomfortable/unsafe</p> <p>To know when it is important to ask permission to touch others</p> <p>To know how to ask for and give/not give permission</p> |
| <p>Spring: Health and Well Being (including Growing and Changing RSE)</p> | <p>Physical Health and Mental Wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping Safe How rules and age restrictions help us; keeping safe online</p> | <p>To know what it means to be healthy and why it is important</p> <p>To know ways to take care of myself on a daily basis</p> <p>To know some basic hygiene routines</p> <p>To know about people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> <p>To know about healthy and unhealthy foods, including sugar intake</p> <p>To know about physical activity and how it keeps people healthy</p> <p>To know about different types of play, including balancing indoor, outdoor and screen-based play</p> <p>To know how to keep safe in the sun</p> <p>To recognise what makes me special and unique</p> <p>To know who to tell when I find things difficult, or if things go wrong</p> <p>To know about different kinds of feelings and how to recognise them</p> <p>To know how feelings can affect how people behave</p> <p>To know how rules can help to keep us safe</p> <p>To know why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> <p>To know some basic rules for keeping safe online</p> <p>To know who to tell if I see something online that makes me feel unhappy, worried, or scared</p> |
| <p>Summer: Living in the Wider World</p> | <p>Belonging to a Community What rules are; caring for other's needs; looking after the environment</p> <p>Media Literacy and Digital Resilience Using the internet and digital devices; communicating online</p> <p>Money and Work Strengths and interests; jobs in the community</p> | <p>To know some examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p>To know that different people have different needs</p> <p>To understand how we care for people, animals and other living things in different ways</p> <p>To know how they can look after the environment, e.g. recycling</p> <p>To know how and why people use the internet</p> <p>To know the benefits of using the internet and digital devices</p> <p>To understand how people find things out and communicate safely with others online</p> <p>To know that everyone has different strengths, in and out of school</p> <p>To know about how different strengths and interests are needed to do different jobs</p> <p>To know about people whose job it is to help us in the community</p> <p>To know about different jobs and the work people do</p> |

YEAR 2

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| <p>Autumn: Relationships</p> | <p><u>Families and Friendship</u> Making friends; feeling lonely and getting help</p> <p><u>Safe Relationships</u> Managing secrets; resisting pressure and getting help; recognising hurtful</p> <p><u>Respecting Ourselves and Others</u> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> | <p>To know how to be a good friend</p> <p>To know about different ways that people meet and make friends</p> <p>To know different strategies for positive play with friends</p> <p>To know how friends can have both similarities and differences</p> <p>To know how to play and work cooperatively in different groups and situations</p> <p>To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p> <p>To know about what causes arguments between friends</p> <p>To know how to positively resolve arguments between friends</p> <p>To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p>To know how to recognise hurtful behaviour, including online</p> <p>To know what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>To know about what bullying is and different types of bullying</p> <p>To know how someone may feel if they are being bullied</p> <p>To know about the difference between happy surprises and secrets</p> <p>To know how to ask for help if they feel unsafe or worried and what vocabulary to use</p> <p>To know how to resist pressure to do something that feels uncomfortable or unsafe</p> |
| <p>Spring: Health and Well Being (including Growing and Changing RSE)</p> | <p><u>Physical Health and Mental Wellbeing</u> Why sleep is important; medicines and keeping health; keeping teeth healthy; managing feelings and asking for help</p> <p><u>Growing and Changing</u> Growing older; naming body parts</p> <p><u>Keeping Safe</u> Safety in different environments; risk and safety at home; emergencies</p> | <p>To know routines and habits for maintaining good physical and mental health</p> <p>To know why sleep and rest are important for growing and keeping healthy</p> <p>To know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>To know the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>To know how food and drink that affect dental health</p> <p>To know how to describe and share a range of feelings</p> <p>To know ways to feel good, calm down or change my mood</p> <p>To know when and how to ask for help, and how to help others</p> <p>To know how to manage big feelings including those associated with change, loss and bereavement</p> <p>To know about the human life cycle and how people grow from young to old</p> <p>To know how our needs and bodies change as we grow up</p> <p>To identify and name the main parts of the body including external genitalia</p> <p>To know about change as people grow up, including new opportunities and responsibilities</p> <p>To know how to recognise risk in everyday situations</p> <p>To know how to help keep myself stay safe in familiar and unfamiliar environments</p> <p>To identify potential unsafe situations</p> <p>To know how to keep myself safe at home in relation to electrical appliances, fire safety, medicines and household products</p> <p>To know about things that people can put into their body or onto their skin and how these can affect how people feel</p> <p>To know how to respond if there is an accident and someone is hurt and whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p> |
| <p>Summer: Living in the Wider World</p> | <p><u>Belonging to a Community</u> moving class or year; belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><u>Media Literacy and Digital Resilience</u> The internet in everyday life; online content and information</p> <p><u>Money and Work</u> What money is; needs and wants; looking after money</p> | <p>To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <p>To know about different rights and responsibilities that they have in school and the wider community</p> <p>To recognise that people are all equal, and ways in which we are the same and different to others in their community</p> <p>To know the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>To know that information online might not always be true</p> <p>To know about what money is and its different forms e.g. coins and notes, debit cards, electronic payments</p> <p>To know how money can be kept and looked after</p> <p>To know about getting, keeping and spending money</p> <p>To know that people are paid money for the job they do</p> <p>To recognise the difference between needs and wants</p> <p>To know how people make choices about spending money, including thinking about needs and wants</p> <p>To know about changes when people grow up including new opportunities and responsibilities</p> <p>To prepare to move to a new class and set goals for next year</p> |

YEAR 3

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| <p>Autumn: Relationships</p> | <p>Families and Friendship What makes a family; features of family life Safe Relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour Respecting Ourselves and Others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> | <p>To recognise and respect that there are different types of families To know that being part of a family provides support, stability and love To identify the different ways that people can care for each other and when something in a family might make someone upset or worried To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe To know what is appropriate to share with friends, classmates, family and wider social groups including online and know about what privacy and personal boundaries are To identify basic strategies to help keep themselves safe online To know that bullying and hurtful behaviour is unacceptable in any situation and the effects and consequences of bullying for the people involved To understand about bullying online, and the similarities and differences to face-to-face bullying To know what to do and whom to tell if they see or experience bullying or hurtful behaviour To recognise respectful behaviours To know how to model respectful behaviour in different situations To understand the importance of self-respect and my right to be treated respectfully by others To understand what it means to treat others, and be treated, politely To recognise the ways in which people show respect and courtesy in different cultures and in wider society</p> |
| <p>Spring: Health and Well Being (including Growing and Changing RSE)</p> | <p>Physical Health and Mental Wellbeing Health choices and habits; what affects feelings; expressing feelings Growing and Changing Personal strengths and achievements; managing and reframing set backs Keeping Safe Risks and hazards; safety in the local environment and unfamiliar places</p> | <p>To know about the choices that people make in daily life that could affect their health To identify healthy and unhealthy choices To know what can help people to make healthy choices and what might negatively influence them To know about habits and that sometimes they can be maintained, changed or stopped To know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally To know that regular exercise such as walking or cycling has positive benefits for my mental and physical health To know about the things that affect feelings both positively and negatively To know strategies to identify and talk about my feelings To know about some of the different ways people express feelings e.g. words, actions, body language To recognise how feelings can change overtime and become more or less powerful To know that everyone is an individual and has unique and valuable contributions to make To recognise how strengths and interests form part of a person's identity To know how to identify their own personal strengths and interests and what they're proud of (in school, out of school) To recognise common challenges to self-worth To know some basic strategies to manage and reframe setbacks To know how to identify typical hazards at home and in school and know the importance of following safety rules from parents and other adults To know how to predict, assess and manage risk in everyday situations To know about fire safety at home including the need for smoke alarms To know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p> |
| <p>Summer: Living in the Wider World</p> | <p>Belonging to a Community The value of rules and laws; rights freedoms and responsibilities Media Literacy and Digital Resilience How the internet is used; assessing information online Money and Work Different jobs and skills; job stereotypes; setting personal goals</p> | <p>To know the reasons for rules and laws in wider society and understand the importance of abiding by the law and what might happen if rules and laws are broken To know what human rights are and how they protect people and identify basic examples of human rights including the rights of children To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn To know the internet can be used positively for leisure, for school and for work To recognise that images and information online can be altered or adapted and that something they see online is true or accurate To evaluate whether a game is suitable to play or a website is appropriate for their age-group To make safe, reliable choices from search results To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication To know about jobs that people may have from different sectors e.g. teachers, business people, charity work To understand that people can have more than one job at once or over their lifetime To know about common myths and gender stereotypes related to work To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM To know about some of the skills needed to do a job, such as teamwork and decision-making To recognise my interests, skills and achievements and how these might link to future jobs and how to set goals that they would like to achieve this year e.g. learn a new hobby</p> |

YEAR 4

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| <p>Autumn: Relationships</p> | <p>Families and Friendship Positive friendships including online Safe Relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting Ourselves and Others Respecting differences and similarities; discussing difference sensitively</p> | <p>To know the features of positive healthy friendships and strategies to build these To know how to seek support with relationships if they feel lonely or excluded To be able to communicate respectfully with friends when using digital devices To understand how knowing someone online differs from knowing someone face to face To know that there are risks in communicating with someone I don't know To know what to do or whom to tell if they are worried about any contact online To recognise risks online such as harmful content or contact To know how people may behave differently online including pretending to be someone they are not and how to report concerns and seek help if worried or uncomfortable about someone's behaviour To differentiate between playful teasing, hurtful behaviour and bullying, including online To know how to respond if they witness or experience hurtful behaviour or bullying, including online To recognise the difference between 'playful dares' and dares and how to manage pressures associated with dares To know when it is right to keep or break a confidence/secret To recognise differences between people To recognise what I have in common with others To know the importance of respecting the differences and similarities between people and use vocabulary to sensitively discuss difference</p> |
| <p>Spring: Health and Well Being (including Growing and Changing RSE)</p> | <p>Physical Health and Mental Wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care Growing and Changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines Keeping Safe Medicines and household products; drugs common to everyday life</p> | <p>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally To know what good physical health means and how to recognise early signs of physical illness To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary To know how to maintain oral hygiene and dental health, including how to brush and floss correctly To understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health To know how to identify external genitalia and reproductive organs To know about the physical and emotional changes during puberty To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams To know strategies to manage the changes during puberty including menstruation To understand the importance of personal hygiene routines during puberty including washing regularly and using deodorant To discuss the challenges of puberty with a trusted adult To know how to get information, help and advice about puberty To know the importance of taking medicines correctly and using household products safely To recognise what is meant by a 'drug' To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects To identify some of the risks associated with drugs common to everyday life To know that for some people using drugs can become a habit which is difficult to break To know how to ask for help or advice</p> |
| <p>Summer: Living in the Wider World</p> | <p>Belonging to a Community What makes a community; shared responsibilities Media Literacy and Digital Resilience How data is shared and used Money and Work Making decisions about money; using and keeping money safe</p> | <p>To know the meaning and benefits of living in a community and recognise that we belong to different communities as well as the school community To understand about the different groups that make up and contribute to a community To know about the individuals and groups that help the local community, including through volunteering and work To know how to show compassion towards others in need and the shared responsibilities of caring for them To know that everything shared online has a digital footprint To understand that organisations can use personal information to encourage people to buy things To recognise what online adverts look like and to compare content shared for factual purposes and for advertising To know why people might choose to buy or not buy something online e.g. from seeing an advert To understand that search results are ordered based on the popularity of the website and that this can affect what information people access To know how people, make different spending decisions on their budget, values and needs To know how to keep track of money and why it is important to know how much is being spent To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them To know that how people spend money can have positive or negative effects on others e.g. charities, single use plastic</p> |

YEAR 5

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| <p>Autumn: Relationships</p> | <p>Families and Friendship Managing friendships and peer influence</p> <p>Safe Relationships Physical contact and feeling safe</p> <p>Respecting Ourselves and Others Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> | <p>To know what makes a healthy friendship and strategies to help someone feel included</p> <p>To know about peer influence and how it can make people feel or behave</p> <p>To understand the impact of the need for peer approval in different situations, including online</p> <p>To understand strategies to manage peer influence and the need for peer approval</p> <p>To know strategies to positively resolve disputes and reconcile differences and challenges in friendships</p> <p>To know that friendships can change over time and the benefits of having new and different types of friends</p> <p>To recognise if a friendship is making them feel unsafe, worried, or uncomfortable and to know when and how to seek support in relation to friendships</p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>To know how to ask for, give and not give permission for physical contact</p> <p>To know how it feels in a person's mind and body when they are uncomfortable</p> <p>To know that it is never someone's fault if they have experienced unacceptable contact</p> <p>To know how to respond to unwanted or unacceptable physical contact</p> <p>To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p>To know whom to tell if they are concerned about unwanted physical contact</p> <p>To recognise everyone should be treated equally</p> <p>To understand why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle different to mine</p> <p>To identify what discrimination means and different types of discrimination</p> <p>To identify online bullying and discrimination of groups or individuals</p> <p>To understand the impact of discrimination on individuals, groups and wider society</p> <p>To know ways to safely challenge discrimination and how to report discrimination online</p> |
| <p>Spring: Health and Well Being (including Growing and Changing RSE)</p> | <p>Physical Health and Mental Wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and Changing Gender identity; recognising individuality and different qualities; mental well being</p> <p>Keeping Safe Keeping safe in different situations including responding to emergencies; first aid and FGM</p> | <p>To know how sleep contributes to a healthy lifestyle</p> <p>To know some healthy sleep strategies and how to maintain them</p> <p>To know ways to boost their mood and improve emotional wellbeing</p> <p>To know the link between participating in interests, hobbies and community groups and mental wellbeing</p> <p>To know the benefits of being outdoors and in the sun for physical and mental health</p> <p>To manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p>To know how medicines can contribute to health and how allergies can be managed</p> <p>To know that some diseases can be prevented by vaccinations and immunisations</p> <p>To know that bacteria and viruses can affect health</p> <p>To recognise the shared responsibility of keeping a clean environment and how to prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p>To know how to recognise, respect and express my individuality and personal qualities</p> <p>To understand that for some people their gender identity does not correspond with their biological sex</p> <p>To know that female genital mutilation (FGM) is against British law¹</p> <p>To know what to do and whom to tell if you or someone you know might be at risk of FGM</p> <p>To identify when situations are becoming risky, unsafe or an emergency and when and how to contact different emergency services</p> <p>To identify occasions where I can help take responsibility for my own safety</p> <p>To know how to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>To know how to deal with common injuries using basic first aid techniques</p> |
| <p>Summer: Living in the Wider World</p> | <p>Belonging to a Community Protecting the environment; compassion towards others</p> <p>Media Literacy and Digital Resilience How information online is targeted; different media types, their role and impact</p> <p>Money and Work Identifying job interests and aspirations;</p> | <p>To know how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>To know the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>To know how to show compassion for the environment, animals and other living things</p> <p>To know about the way that money is spent and how it affects the environment and how to express my opinions about responsibility towards the environment</p> <p>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>To know some basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>To know that some media and online content promote stereotypes</p> <p>To know how to assess which search results are more reliable than others</p> <p>To recognise unsafe or suspicious content online</p> |

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| | what influences career choices; workplace stereotypes | To know how devices store and share information To identify jobs that they might like to do in the future To understand how or why someone might choose a certain career To know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values To understand the importance of diversity and inclusion to promote people's career opportunities To know about stereotyping in the workplace, its impact and how to challenge it To know that there is a variety of routes into work e.g. college, apprenticeships, university, training |
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| YEAR 6 | | |
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| <p>Autumn: Relationships</p> | <p>Families and Friendship Attraction to others; romantic relationships; civil partnership and marriage Safe Relationships Recognising and managing pressure; consent in different situations Respecting Ourselves and Others Expressing opinions and respecting their points of view including discussing topical issues</p> | <p>To know about the link between values and behaviour and how to be a positive role model To know how to discuss issues respectfully and listen to and respect other points of view To know how to constructively challenge points of view they disagree with and participate effectively in discussions online and manage conflict or disagreements To know what it means to be attracted to someone and different kinds of loving relationships To know that people who love each other can be of any gender, ethnicity or faith To know the difference between gender identity and sexual orientation To know the qualities of healthy relationships that help individuals flourish To understand the ways in which couples show their love and commitment to one another, including those who are not married or who live apart To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults To know that people have the right to choose whom they marry or whether to get married To know that to force anyone into marriage is illegal To understand how and where to report forced marriage or ask for help if they are worried To compare the features of a healthy and unhealthy friendship To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong To know strategies to respond to pressure from friends including online To know how to assess the risk of different online 'challenges' and 'dares' To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable To know how to get advice and report concerns about personal safety, including online To know what consent means and how to seek and give/not give permission in different situations</p> |
| <p>Spring: Health and Well Being (including Growing and Changing RSE)</p> | <p>Physical Health and Mental Wellbeing What affect mental health and ways to take care of it; managing change; loss and bereavement; managing time online Growing and Changing Human reproduction and birth; increasing independence; Managing transition Keeping Safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> | <p>To know that mental health is just as important as physical health and recognise that anyone can be affected by mental ill-health To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing and that there are situations when someone may experience mixed or conflicting feelings To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome To identify where I can ask for help and support with mental wellbeing in and outside school and understand the importance of asking for support from a trusted adult To know some positive strategies for managing feelings To know about the changes that may occur in life including death, and how these can cause conflicting feelings To understand that changes can mean people experience feelings of loss or grief To know about the process of grieving and how grief can be expressed To know about strategies that can help someone cope with the feelings associated with change or loss To identify the links between love, committed relationships and conception To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb To know about the responsibilities of being a parent or carer and how having a baby changes someone's life To know how balancing time online with other activities helps to maintain health and wellbeing To know some strategies to manage time spent online and foster positive habits e.g. switching phone off at night To know how to protect personal information online and identify potential risks of personal information being misused To know some strategies for dealing with requests for personal information or images of themselves and identify types of images that are appropriate to share with others To know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be and what to do if I take, share or come across an image which may upset, hurt or embarrass me or others To know how to report the misuse of personal information or sharing of upsetting content/ images online and why age restrictions are important To know about the different age rating systems for social media, T.V, films, games and online gaming and how they help people make safe decisions about what to watch, use or play To know about the risks and effects of different drugs To know about the laws relating to drugs common to everyday life and illegal drugs To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs To know about the organisations where people can get help and support concerning drug use To know about mixed messages in the media relating to drug use and how they might influence opinions and decisions To recognise some of the changes as I grow up e.g. increasing independence To know about what being more independent might be like, including how it may feel To know about the transition to secondary school and how this may affect their feelings</p> |

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| | | <p>To know about how relationships may change as they grow up or move to secondary school</p> <p>To know practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> |
| <p>Summer: Living in the Wider World</p> | <p>Belonging to a Community Valuing diversity; challenging discrimination and stereotypes</p> <p>Media Literacy and Digital Resilience Evaluating media sources; sharing things online</p> <p>Money and Work Influences and attitudes to money; money and financial risk</p> | <p>To understand what prejudice means</p> <p>To differentiate between prejudice and discrimination</p> <p>To know how to recognise acts of discrimination</p> <p>To know some strategies to safely respond to and challenge discrimination</p> <p>To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>To know how stereotypes are perpetuated and how to challenge this</p> <p>To know how and why images online might be manipulated, altered, or faked</p> <p>To know how to recognise when images might have been altered</p> <p>To understand the reasons why some media and online content is not appropriate for children</p> <p>To know how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>To know that social media sites have age restrictions and regulations for use</p> <p>To understand why people choose to communicate through social media and some of the risks and challenges of doing so</p> <p>To know about the benefits of safe internet use e.g. learning, connecting and communicating</p> <p>To know about sharing things online, including rules and laws relating to this</p> <p>To know how to recognise what is appropriate to share online</p> <p>To know how to report inappropriate online content or contact</p> <p>To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>To understand about value for money and how to judge if something is value for money</p> <p>To know how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>To know how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>To understand about common risks associated with money, including debt, fraud and gambling</p> <p>To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>To know how to get help if they are concerned about gambling or other financial risks</p> |

Year 6 Sex education lessons

Appendix 2: Statutory requirements for Relationships Education and Health Education

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. By the end of primary school, the statutory requirement in Relationships Education is that pupils should know:

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

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

Health Education focuses on teaching the characteristics of good physical health and mental wellbeing. We teach that mental wellbeing is a normal part of daily life, in the same way as physical health. We aim to give pupils the information that they need to make good decisions about their own health and wellbeing, enabling them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Puberty including menstruation is covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

By the end of primary school, the statutory requirement in **Health Education** is that pupils should know:

| Topic | Pupils should know: |
|---------------------------|---|
| Mental Wellbeing | <ul style="list-style-type: none"> • 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, nervousness) and scale of emotions that all humans experience in relation 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, 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. • Isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet Safety and Harms | <ul style="list-style-type: none"> • 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 and 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 and know how to recognise and display respectful behaviour online and 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, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. |

| Topic | Pupils should know: |
|-----------------------------|--|
| Physical health and fitness | <ul style="list-style-type: none"> • The characteristics and 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 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 | <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and 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, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 including the key facts about the menstrual cycle. |

These statutory requirements for the end of primary school in Relationships Education and Health Education outlined above are woven across all our termly curriculum focus areas (outlined in Appendix 1), and built on in each successive year to reach these outcomes.

Appendix 3: Year 6 Sex Education Lesson Plans

Learning objectives

- To identify the links between love, committed relationships and conception
 - To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
 - To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
 - To know about the responsibilities of being a parent or carer and how having a baby changes someone's life
- Conception

Vocabulary

Sperm, Egg, Ovary, Fertilizing, Womb, Intercourse, Procreation, intimate, Consent, Choice

Context

This lesson is to be carried out over 2 sessions (consecutive days) – chn to record questions (anonymously) at the end of the first lesson to be addressed in lesson 2.

Lesson 1

Pre-unit assessment: Chn to create graffiti board – record everything they know about puberty and their bodies

Task 1: Fact or myth puberty sort cards

Task 2: Chn to create a mind map around the title 'Positive, Healthy Relationships' – prompts: types of relationship, feelings, responsibilities

Task 3: displayed around the room images of a range of relationships e.g. parent and child, romantic relationships, friendships, siblings etc. (Avoid ambiguous images or those that promote stereotypes, ensuring you include different ethnicities and cultural groups as well as people with physical disabilities) chn to circulate and name the relationship they see represented in each image. Share & discuss

Task 4: Relationship stories – in groups of 3 chn to review the relationship stories and discuss how to keep the relationship healthy & positive.

Prompts: 'How would they be around each other, or other people?'; 'How would they speak to each other?'; 'What sorts of things would they do together?'; 'What rules might there be in the relationship?'

Discuss how sometimes things happen that may cause a relationship to change. Ask pupils to discuss what might cause this, for example: someone moving away, or someone deciding they don't want to be a part of the relationship anymore.

Share the examples from Resource H: Relationships stories — Part 2 by giving the groups the correlating second part of the story.

Ask pupils to read part 2 of the story and discuss: How are the characters feeling? How can they each best manage the change that is happening? What might happen in the future?

Lesson to be finished with task: Give each pupil a copy of Resource I: Concept conversation sheet with the beginning of a conversation some children are having about human reproduction

and how a baby is made. Ask the pupils to read the conversation so far and add their ideas to the conversation.

Lesson 2:

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.

Pupils' responses might include: to tell each other they love each other; to tell other people they love each other; to hold hands; to kiss; to cuddle; to sleep together; to have sex; to get engaged; to get married; to have a civil partnership; to live together; to buy each other special gifts; to wear a special piece of jewellery (such as a ring); to rent or buy a house together; to go on holiday together; to decide to have a baby together.

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.

Whole class: sex (or sexual intercourse) is just one way that adults may choose to show their love and care for each other.

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.

Task 1: 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.

Work through PP on reproduction with the chn - is there anything they want to change in the order of their sorting cards?

Task 2: Give chn 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.

Task 3: Pregnancy facts: true, false, depends. In groups of 3

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

Task 4: 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.

Plenary: Go back to final task from last lesson and update responses to concept conversations.

Appendix 4: Parent form: Withdrawal from Year 6 lessons: Reproduction and Families, Conception and Pregnancy

| TO BE COMPLETED BY PARENTS | | | |
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| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from Year 6 lesson(s): Reproduction and Families, Conception and Pregnancy | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

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