



Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy

(RSHE)

CASTLESIDE PRIMARY SCHOOL

This template has been updated in line with current DfE RSHE statutory guidance

Date policy approved/adopted	September 2020
Next review date	September 2021
Approved by:	Mrs A Spence
Head teacher	Mrs A Spence
Governor	Mrs Judith Robson

Primary Relationships, Sex Education & Health Education Policy Guidance

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2018
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be read in conjunction with:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Policy
- Promoting Mental Health and Resilience Policy

This policy template has been developed regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019. Taking into consideration changing adolescent bodies which schools have a requirement to teach and strongly links with RSE.

The aim of RSHE teaching here at Castleside Primary School is to develop the knowledge and skills required to enable our children to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in order to embrace the challenges of creating a happy and successful adult life. We want our children to have high aspirations, a belief in themselves and realise that anything is possible. We value RSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

RSHE Programme

Relationships Education

Relationship Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found later on in this policy.

Relationships and Sex Education (RSE)

Relationship and Sex Education is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

Health Education – Physical Health and Mental Wellbeing

The focus in primary should be on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstruation should be covered in Health Education and addressed before the onset of puberty. This should ensure male and female pupils are prepared for changes they and their peers will experience.

There should be a clear progression of what is **Relationships Education, Relationships and Sex Education and Health Education (RSHE) at primary school** through to RSHE in secondary school.

Pupils with special educational needs and disabilities (SEND)

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching of RSHE to meet the specific needs of pupils at different development stages. Schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Principles and Values –

In addition, Castleside Primary believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.

- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

RSHE has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers and adults, interacting online.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- Should know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- Learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

Aims and Objectives

As a school we aim to:

- Develop children's skills (e.g. resilience, risk management, problem solving, team work and critical thinking) necessary to make sound decisions when facing risks, challenges and complex contexts.
- Ensure that our children know how and when to ask for help, and know where to access support.

- Deliver high quality, age-appropriate teaching to prepare our children for the opportunities, responsibilities and experiences of adult life.
- Promote the spiritual, moral, social, cultural, mental and physical development in school and in the wider community.
- Deliver lessons that provide contexts for children to embed new knowledge so that it can be used confidently in real life situations.

The aim of RSHE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within personal relationships.
- Avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- Communicate effectively by developing the appropriate language for sex and relationship issues.
- Understand seeking permission and consent
- Develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Roles and Responsibilities

Miss Barrass is the subject coordinator for PSHE/RSHE and Mrs Spence oversees online safety. The governor responsible for this subject area is Mrs J Robson.

Castleside Primary School specifically delivers RSHE through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the RSHE at Castleside Primary takes place within PSHE lessons and runs alongside our Rights Respecting and Educate and Celebrate status. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSHE topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE programme.

At Castleside Primary all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

The RSHE lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, it is expected that all pupils to be taught LGBT content, at a timely point. School achieved Educate and Celebrate Gold status in 2019 and we aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

Working with parents/carers and the wider community

Here at Castleside Primary we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

Right to be excused from Sex Education

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

Parents have the right to request that their child be withdrawn from some or all of sex education (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept.

The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the Science National Curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the Science National Curriculum. If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Monitoring and Evaluation of RSHE

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE/RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The RSHE/PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

This policy will be reviewed in light of any changes to statutory guidance, feedback from parent, staff or pupils, and issues in the school community that may need to be addressed.

Castleside Primary School Full Scheme of Work

PSHE Scheme of Work – Primary Year 1

Citizenship and Economic Wellbeing	Relationships Education / Growing Up	Healthy Lifestyles	Staying Safe
Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement
School Rules - Know and Follow Rules Book	My Body - naming the body parts - same and different	Needle Safety Household products and medicines Links with School Nurse	Stranger Danger Links with Jet & Ben (Police)
Respect - I Don't Care Book Scenarios & Role Play	Daily Routine - Keeping clean	Sun Safety - Sun cream, hats, glasses etc...	People who can help me? - recognise professionals / Role Play
Honesty - It Wasn't Me Book	Families and Care my family network (around my hand)	Dental Hygiene - teeth cleaning	Road Safety - zebra crossing

Scenarios and Role Play	My family is important because...	- loosing teeth Links with Dentist & School Nurse	- crossing patrol - traffic lights
Responsibility - I'll Do It Book Scenarios and Role Play	Same and Different I'm ok being Different Book Class Survey	Managing Feelings Role Play what they look like and how to manage them	First Aid -Emergency situations
Money Matters - Saving Money - Set a target to save for	Friendships What do they look like How do they make you feel Why are you a good friend?	Diet & Exercise - healthy eating (draw a plate) - Exercise (What is it)	Risk Taking - What is a risk? - How do we prevent?
Environment - Recycling - -Litter	Tummy Bugs & Butterflies - Identify & manage feelings - Secret / surprise what's the difference	Body Image - What will I look like in 10 / 20/ 50 years?	Hazards - What are they? - How do we make them safe?
What is Community? - Display of local area, visit to local place Links available with library, community centre, religious buildings etc...	Bullying / Teasing - What is it? - Is it right or wrong? - Where can you get help / how can you help?	Personal Hygiene / Germ Spreading - hand washing Links with school nurse	Fire Safety - Fireworks Links with Fire Safety
Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...

PSHE Scheme of Work – Primary Year 2

Citizenship and Economic Wellbeing	Relationships Education / Growing Up	Healthy Lifestyles	Staying Safe
Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement
School Rules	My Body	Needle Safety	Stranger Danger

- Know and Follow Rules Book	- naming the body parts - same and different	Household products and medicines Links with School Nurse	Links with Jet & Ben (Police)
Respect - I Don't Care Book Scenarios & Role Play	Daily Routine - Keeping clean	Sun Safety - Sun cream, hats, glasses etc...	People who can help me? - recognise professionals / Role Play
Honesty - It Wasn't Me Book Scenarios and Role Play	Families and Care my family network (around my hand) My family is important because...	Dental Hygiene - teeth cleaning - loosing teeth Links with Dentist & School Nurse	Road Safety - zebra crossing - crossing patrol - traffic lights
Responsibility - I'll Do It Book Scenarios and Role Play	Same and Different I'm ok being Different Book Class Survey	Managing Feelings Role Play what they look like and how to manage them	First Aid -Emergency situations
Money Matters - Saving Money - Set a target to save for	Friendships What do they look like How do they make you feel Why are you a good friend?	Diet & Exercise - healthy eating (draw a plate) - Exercise (What is it)	Risk Taking - What is a risk? - How do we prevent?
Environment - Recycling - Litter	Tummy Bugs & Butterflies - Identify & manage feelings - Secret / surprise what's the difference	Body Image - What will I look like in 10 / 20/ 50 years?	Hazards - What are they? - How do we make them safe?
What is Community? - Display of local area, visit to local place Links available with library, community centre, religious buildings etc...	Bullying / Teasing - What is it? - Is it right or wrong? - Where can you get help / how can you help?	Personal Hygiene / Germ Spreading - hand washing Links with school nurse	Fire Safety - Fireworks Links with Fire Safety
Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...

PSHE Scheme of Work – Primary Year 3

Citizenship and Economic Wellbeing	Relationships Education / Growing Up	Healthy Lifestyles	Staying Safe
Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement
Rules <ul style="list-style-type: none"> - Identify places that have rules - What are the rules and why do they exist? 	My Body <ul style="list-style-type: none"> - Identifying personal space - Inappropriate touching Hula hoop game to demonstrate	Needle Safety / Household products <ul style="list-style-type: none"> - What do you do if... Links with School Nurse	Stranger Danger <ul style="list-style-type: none"> - What do you do if a stranger approaches you, in person or online?
Respect <ul style="list-style-type: none"> - How to you gain respect, why is it important? 	Life Cycle <ul style="list-style-type: none"> -Link with science possibly Include ending of relationships / bereavement Links with St Teresa's Hospice	Sun Safety <ul style="list-style-type: none"> - Why is it important - What are the consequences? 	People who can help me? <ul style="list-style-type: none"> - Which person for which scenario and why?
Honesty <ul style="list-style-type: none"> - What are the consequences of not being honest? - Scenarios 	Relationships <ul style="list-style-type: none"> - Identify and explore different kinds of relationships that exist 	Dental Hygiene <ul style="list-style-type: none"> - Why is looking after teeth important? - What are the consequences? Links with Dentist & School Nurse	Road Safety <ul style="list-style-type: none"> - Bike safety
Responsibility <ul style="list-style-type: none"> - Link with playground buddy system as an examples, why does this exist? Scenarios and Role Play	Feelings <ul style="list-style-type: none"> - Identify a variety of feelings, how they impact on someone and what they can do about them 	Diet / Healthy Eating <ul style="list-style-type: none"> - What is healthy and why is it important Display / posters	First Aid <ul style="list-style-type: none"> -Scenarios or role play, what to do when...
Money Matters <ul style="list-style-type: none"> - Why do we need to save money? - When I grow up I would like... 	Feelings <ul style="list-style-type: none"> - Role play feelings in situations identified in previous session Spiders web activity or conscience alley could be useful	Exercise <ul style="list-style-type: none"> - Why is exercise important? - Who does / doesn't class survey Link with PE / Numeracy	Risk Taking <ul style="list-style-type: none"> - What is a risk? - How do we prevent? (storyboard the outcomes)
Environment <ul style="list-style-type: none"> - What effects the environment, how can we help? 	What is Special about Me?	Body Image <ul style="list-style-type: none"> - How do we describe humans to aliens? 	Feeling Safe & Hazards <ul style="list-style-type: none"> - What are they? - How do we make them safe?

	- complete or create sunshine or flower to highlight positive qualities and attributes in themselves.		
What is Community? - What groups are there in our community? Links available with library, community centre, religious buildings etc...	Bullying / Teasing - What is peer pressure? - Identify behaviour types	Personal Hygiene / Germ Spreading - What is a germ? What can they do? HPAC resources, hand washing UV light & germ powder	Fire Safety - What to do if you find a fire Links with Fire Safety
Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...

PSHE Scheme of Work – Primary Year 4

Citizenship and Economic Wellbeing	Relationships Education / Growing Up	Healthy Lifestyles	Staying Safe
Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement
School Rules & Responsibilities - What are they and why do we have them?	My Body - Growing and changing recognising the life cycle	Drugs - What is legal / illegal? - What is the impact of using them? Links with School Nurse	Stranger Danger - Someone to tell if... Identify situations where you might need support about strangers and who you would go to
Democracy - What is it, how does it exist here? Links with school council	Life Cycle -how needs change, look at the needs of a baby, child, teenager, adult, OAP.	Smoking - What are the risks of smoking - What is passive smoking?	People who can help me? - Scenario based problem solving, I can go to ... for...

School Inspection Carry out a school inspection as pupils Molly Potter PSHE & Citizenship book p56	Relationships <ul style="list-style-type: none"> - Identify and explore different kinds of relationships that exist how relationships end and why including bereavement. Links with St Teresa's Hospice	Dental Hygiene <ul style="list-style-type: none"> - What is good? - What is bad? Links with Dentist & School Nurse	Road Safety <ul style="list-style-type: none"> - Train lines and level crossings
Can You Believe It? <ul style="list-style-type: none"> - Advertising, what is it? - What is it for? 	Feelings <ul style="list-style-type: none"> - Scenario based activities around situations with feelings attached and how they impact on people - Link to the cycle of Self Esteem 	Diet / Healthy Eating <ul style="list-style-type: none"> - Create a healthy eating plan 	First Aid <ul style="list-style-type: none"> - Scenarios or role play, what to do when...
Money Matters <ul style="list-style-type: none"> - Where does it come from - What do we do with it? 	Feelings <ul style="list-style-type: none"> - Identify positive qualities individually or as a group - I feel good when... etc. TTS Catalogue Say Something Special Mirror	Exercise <ul style="list-style-type: none"> - What kind of exercise do you do? - Who does / doesn't class survey Link with PE / Numeracy	Risk Taking <ul style="list-style-type: none"> - What is a risk? - Ladder of risk activity (storyboard the outcomes)
Environment <ul style="list-style-type: none"> - Discuss and debate issues that impact on the environment, locally, nationally and internationally. 	Compliments <ul style="list-style-type: none"> - What are they? - Why are they important? - How do they make us feel? 	Body Image <ul style="list-style-type: none"> - Create the ideal male / female this age and as adults what is realistic? 	Feeling Safe & Hazards <ul style="list-style-type: none"> - What are they? - How do we make them safe?
Going Green <ul style="list-style-type: none"> - What does this mean? Link with Go Givers resources	Bullying <ul style="list-style-type: none"> - What is acceptable in a relationship? Link with Expect Respect Toolkit	Personal Hygiene / Germ Spreading <ul style="list-style-type: none"> - How do you keep clean? - Why is it important? 	Fire Safety <ul style="list-style-type: none"> - Setting fires good or bad... Links with Fire Safety
Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...

PSHE Scheme of Work – Primary Year 5

Citizenship and Economic Wellbeing	Relationships Education / Growing Up	Healthy Lifestyles	Staying Safe
Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement
School Rules & Responsibilities <ul style="list-style-type: none"> - What are they and why do we have them? - What are the consequences of not having them? 	My Body <ul style="list-style-type: none"> - Growing and changing - Our bodies – including naming body parts & keeping clean Links with RESH Coordinator & School Nurse	Keeping Healthy <ul style="list-style-type: none"> - How can we keep healthy while our bodies change / develop? 	Internet Safety <ul style="list-style-type: none"> - Cyberbullying Links with the police
Respect and Honesty <ul style="list-style-type: none"> - What is it, how does it exist here? 	My Body <ul style="list-style-type: none"> - Physical and emotional changes in puberty Links with RESH Coordinator & School Nurse	Personal Hygiene <ul style="list-style-type: none"> - Why is it important, even more so during puberty? - How can we do it? 	Internet Safety <ul style="list-style-type: none"> -Social Networking Link with JIGSAW resource from CEOP and Police
Democracy <ul style="list-style-type: none"> - What is it? - Where does it exist? Go Givers Website voting kit	Relationships <ul style="list-style-type: none"> - What is healthy / unhealthy? - It's ok to... 	Puberty <ul style="list-style-type: none"> - What is it? - What changes and why? 	Risk Taking <ul style="list-style-type: none"> - Scenario based risks to solve, base around dealing with peer pressure
Decision Making – Court Room Game Link Go Givers or Expect Respect Toolkit Yr 5 resource	Feelings <ul style="list-style-type: none"> - How do I feel about growing and changing, link with primary audit tools and Molly Potter KS2 resources 	Diet / Healthy Eating <ul style="list-style-type: none"> - Why is healthy eating important - What are the long term implications? 	People Who Can Help <ul style="list-style-type: none"> - What does my support network look like, who would I go to for...
Money Matters <ul style="list-style-type: none"> - Fundraising, why do we do it? 	Body Image <ul style="list-style-type: none"> - How does the media affect how we feel about ourselves? - How does it portray men / women? Is it realistic? 	Exercise <ul style="list-style-type: none"> - Why is it important? - What are the long term implications? 	River Safety <ul style="list-style-type: none"> - What are the risks / consequences? - What do you do if...
Environment	Anti Social Behaviour <ul style="list-style-type: none"> - What is it? 	Body Image	First Aid <ul style="list-style-type: none"> - Emergency situations including choking

- What impact does the media have on how we treat the environment?	- Local picture Links with the police / ABS team	- Create a collage of fantasy Vs reality from media images, what is realistic and what isn't, what impact does that have?	
Going Green - How can we do it as school & at home? Link with Go Givers resources	Bullying / Racism - What is it? - What is right or wrong?	Emotional Health & Well being - What does this mean? - How do you look after yours?	Fire Safety - What are the risks for you with fire? - How do we manage these? Links with Fire Safety
Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...

PSHE Scheme of Work – Primary Year 6

Citizenship and Economic Wellbeing	Relationships Education / Growing Up	Healthy Lifestyles	Staying Safe
Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement	Baseline Assessment Introduction Group Agreement
Rules & Responsibilities - What are they and why do we have them? - What are the consequences of not having them?	My Body - Growing and changing - Our bodies – including naming body parts & keeping clean Links with RESH Coordinator & School Nurse	Keeping Healthy - How can we keep healthy while our bodies change / develop? Create a display / campaign to inform others	Internet Safety - Cyberbullying - Risks and consequences Links with the police
Respect and Honesty - What is it, how does it exist for me?	My Body - Physical and emotional changes in puberty - Am I Normal? Resource Links with RESH Coordinator & School Nurse	Personal Hygiene - Why is it important, even more so during puberty? - How can we do it?	Internet Safety -Social Networking Are your friends your friends? Link with JIGSAW resource from CEOP and Police

Democracy <ul style="list-style-type: none"> - What is it? - Where does it exist? Go Givers Website voting kit	Relationships <ul style="list-style-type: none"> - What is healthy / unhealthy? - Create a Bill of Rights 	Diet / Healthy Eating <ul style="list-style-type: none"> - Why is healthy eating important - What are the long term implications? Who is a health celebrity? - Do crash / fad diets work? 	Internet Safety <ul style="list-style-type: none"> - Sharing photos - Privacy settings - Using chat networks
Decision Making – Court Room Game Link Go Givers or Expect Respect Toolkit Yr 5 resource	Feelings <ul style="list-style-type: none"> - Being sensitive to others, - Problem page scenarios 	Smoking <ul style="list-style-type: none"> - Risks and dealing with peer pressure 	Risk Taking & Transition <ul style="list-style-type: none"> - identify risks associated with moving to a new school and how to manage them, include dealing with peer pressure
Money Matters <ul style="list-style-type: none"> - When you gain it, what do you do with it? 	Body Image <ul style="list-style-type: none"> - How does the media affect how we feel about ourselves? - How does it portray men / women? Is it realistic? 	Exercise <ul style="list-style-type: none"> - Why is it important? - Create an exercise plan / programme 	Victims <ul style="list-style-type: none"> - What is a victim - What to do if you are a victim
Environment <ul style="list-style-type: none"> - How does the media messages present information on the environment? - What impact does this have? 	Anti Social Behaviour <ul style="list-style-type: none"> - What is it? - Local picture - Consequences / punishments Links with the police / ABS team	Drugs <ul style="list-style-type: none"> - Risks & consequences 	Going Out <ul style="list-style-type: none"> - identify risks associated with being out alone / with friends and how to manage them - Emergency situations
Going Green <ul style="list-style-type: none"> - How can we do it as school & at home? Link with Go Givers resources	Bullying / Racism <ul style="list-style-type: none"> - What does it look like? - How do we prevent it? 	Emotional Health & Well being <ul style="list-style-type: none"> - Recognising and managing stress 	Preparing for Transition Links with local schools & Transition Choices
Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...	Summative Assessment I can statements... I think / feel / believe I know...