

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Sherborne House

Enquiring Minds, Extraordinary Stories.

Relationship and Sex Education and PSHE Policy

This policy applies all pupils in the school, including in the EYFS

Created: July 2020

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Scope of this policy

1 Policy Context and Rationale

1.1 This policy covers all pupils and year groups within the school, including the EYFS and sets out the School’s approach to Personal, Social, Health and Economic Education (PSHE) and Relationships Education {Prep} delivery.

1.2 It was produced through consultation with staff, pupils and parents through (but not limited to) the following channels:

1.2.1 PSHE Leader review and feedback from staff meetings.

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1.2.2 PSHE Leader member of PSHE Association and members of SLT.

1.2.3 Utilise parental engagement - presentations and videos presentations to parents; skills/careers information collated from parents

1.2.4 Student voice: School Council, 'Ask It Baskets' in each classroom, questions in lessons feeding into planning.

1.2.5 wellbeing surveys - make links to specific areas of PASS data relevant to wellbeing; google form wellbeing survey

1.2.6 Ongoing feedback from pastoral teams : Form Tutor role and liaison with parents.

1.3 PSHE education provides a significant contribution to the schools' responsibility to:

1.3.1 promote children and young people's wellbeing

1.3.2 achieve the whole curriculum aims

1.3.3 promote community cohesion

1.3.4 provide careers education - Utilise parental engagement - skills/careers bank of information from parents; agencies relevant to age group e.g Business Enterprise

1.3.5 provide relationships and sex education

1.4 The policy is informed and underpinned by the School's values of Inspire, Nurture, Value (Enquiring Minds, Extraordinary Stories) The PSHE and RSHE programme aims to develop:

1.4.1 Successful learners who enjoy learning, making progress and achieving

1.4.2 Confident individuals who are able to live safe, healthy and fulfilling lives

1.4.3 Responsible citizens who make a positive contribution to society

1.5 To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

1.5.1 Democracy & the rule of law

1.5.2 individual liberty

1.5.3 mutual respect

1.5.4 and tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as embedded in the School's broad and balanced curriculum.

1.6 Parents will be informed about the policy via presentations and the policy will be made available through the school website and parent portal.

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2 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

2.1.1 Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

2.1.2 Prepares pupils at the school for opportunities, responsibilities and experiences of later life

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

2.2.1 Promote the wellbeing of pupils at the school

2.3 Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

2.3.1 Relationships Education (Primary) and Relationships and Sex Education (Secondary).

3 Roles and Responsibilities

3.1 From September 2020 PSHE and RSHE delivery across all of the School sites will be monitored by the Head of PSHE (Mrs Holmes) and Pastoral Lead (Mrs Carter). Each school has its own PSHE lead to ensure contextual and appropriate delivery at each key stage. They will be responsible for liaising with other curriculum leads so that curriculum design in different areas complements the RSHE program, rather than repeating what is already taught. Further detail is outlined in Paragraph 8.

3.2 Governance will oversee that the discharge of this policy ensures:

3.2.1 all pupils make progress in achieving the expected educational outcomes;

3.2.2 the subjects are well led, effectively managed and well planned;

3.2.3 the quality of provision is subject to regular and effective self-evaluation;

3.2.4 teaching is delivered in ways that are accessible to all pupils with SEND;

3.2.5 clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,

3.2.6 the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4 Curriculum Design

4.1 The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Pre/Prep

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PSHE Lead - Mrs P Holmes
Pastoral Lead - Mrs Carter
Academic Lead - Ms Cardinal
Nursery Manager - Miss-L Kavanagh
Lower School Lead - Mrs Mathema
Upper School Lead - Miss Carswell
EYFS Lead - Miss Dunne

Form Tutors - Day to day pastoral care; liaise with parents and liaison with all other SHS staff pertinent to each child.

The learning and promotion of PSHE and RSHE is embedded across the whole school. Children are in classes with a dedicated form tutor who is responsible for their pastoral care and will address any issues as they arise such as supporting pupils to take responsibility for their actions and the consequences of their actions and developing feelings of self respect and self-esteem. The personal beliefs and attitudes of teachers are not to influence the teaching of sex and relationship education. All staff working at Sherborne House School must be aware that they help support the learning and teaching of PSHE & Relationships Education whether directly or indirectly - this includes the Learning Support Assistants, Teachers and support staff. Staff must be good role-models to the pupils. Learning and the development of self-esteem and relationships do not just take place through the taught curriculum, but through all aspects of school life including playtimes.

- Curriculum time delivered by form tutors and other staff
Dedicated timetabled PSHE and RSHE lessons each week.

- Use of Coram Life Education SCARF scheme as a source of PSHE and RSHE content and scope Scheme of work:

<https://www.coramlifeeducation.org.uk/scarf/>

The online resource of 'SCARF' provide a whole-school approach and are mapped to the PSHE Association programme of study. The programme follows a spiral curriculum of half-termly topics (Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best, Growing and Changing) which are built upon each year as the child progresses through the school.

PSHE is also taught through the school's half-termly themes e.g 'What If..?' Lessons will be adapted accordingly to the needs of the children at the time and also to reflect on real-life world events.

- PSHE is taught through other subjects/curriculum areas e.g PE, Computing, STEM, philosophy (yr6), Humanities

- PSHE delivered through whole school and extended timetable activities e.g. assemblies, after-school clubs, matches

- PSHE enabled through specific projects e.g The Big Anti-Bullying Assembly, Kindness Day, Harvest Festival (Night Shelter), Internet Safety (Safer Internet Day), Children's Mental Health Week,

- through involvement in the life of the school and wider community e.g FOSH (Friends of Sherborne House), Charities e.g Night Shelter, Childline NSPCC (Big Buddy's Workout) and nature walks.

- PSHE through pastoral care and guidance

Best Practice in PSHE Education:

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects, based on a spiral curriculum.

Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire.

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Pupils will be reassured that the majority of young people make positive healthy lifestyle choices Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts.
Curriculum design around online presence and social media will link to our e-safety and safeguarding policy.

5 Safe and Effective Practice

5.1 PSHE and RSHE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSHE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

6 Equality of Opportunity

6.1 Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning and ensure that everyone has a voice and a means to participate. We will use PSHE and RSHE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSHE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

6.2 Relationships Education {Prep} takes account of the faith of individual pupils as well as the nature of the faith of the school whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. Sherborne House School is committed to promoting Equality and Diversity within our school and will celebrate the differences between us as individuals. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

6.3 Parents have the right to withdraw their children from those parts of RSHE not within the national curriculum. Further details of this can be found in Paragraph 10.

7 Definition of Relationships and Sex Education (RSHE)

7.1 Relationships and sex education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

7.2 RSHE is an entitlement for all children and young people and must:

7.2.1 Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

7.2.2 Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

7.2.3 Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

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7.2.4 Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

7.2.5 Seeks to break down stereotypes, eliminate discrimination, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role modelled by all staff at the school.

7.2.6 Provide opportunities for reflection in order to nurture personal values based on mutual respect and care for all individuals;

7.2.7 Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7.2.8 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

7.2.9 Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

7.2.10 Be delivered by competent and confident educators;

7.2.11 Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

8 Responsibilities and Delivery Overview

Prep
PSHE Lead Mrs Holmes <ul style="list-style-type: none">• Monitor the standards of teaching and the children's work, ensuring continuity from year group to year group.• Advise on in-service training to staff where appropriate and feedback on any developments in the subject.• Help and support staff where necessary.
Pastoral Lead Mrs Carter <ul style="list-style-type: none">• Designated Safeguarding Lead (Mrs Bench)• Lead teacher on Pupil Voice for example School Council (Miss Capper)
The focus during Relationship Education focuses on: <ul style="list-style-type: none">- the fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;- differences in families and their structure and respect for the individual circumstances of families It addresses the relationships between: <ul style="list-style-type: none">- physical health and mental well being- the balance of online and other activities- emotion and the ability to express emotions

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Unlike Relationships Education, Sex Education is not compulsory for pupils receiving primary education, although some primary schools may choose to teach it. Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's Sex Education programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction). From September 2020 parents of primary-age children have the right to withdraw their children from Sex Education that is outside the Science Curriculum, but not to withdraw from Relationships Education, Health Education or Science. Parents choosing to withdraw their children from any sex education outside Relationships Education, Health Education or Science should outline their requests for withdrawal in writing and addressed to the Headteacher.

Further detail of what Primary pupils need to achieve by the end of Y6

Families and people who care for me

Pupils should know:

- 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 they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, 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

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Pupils should know:

- 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

Online relationships

Pupils should know:

- 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

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; 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, for example family, school or other source

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9 Managing difficult questions:

Pupils' questions are valued. If necessary, teachers need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the questions arises

potential safeguarding concerns. In each classroom there is an anonymous question box 'As It Basket' where pupils who are not comfortable raising questions in an open setting may be responded to at a later date.

10 Parents' right to withdraw their child

10.1 Parents will not be able to withdraw their child from relationships education in prep school.

11 Intended Outcomes

11.1 As a result of our PSHE and RSHE programme, pupils will:

11.1.1 Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future

11.1.2 Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers

11.1.3 Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives

11.1.4 Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health

11.1.5 Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives

11.1.6 Develop skills such as teamwork, communication and resilience

11.1.7 Be encouraged to make positive contributions to their families, schools and communities

11.1.8 Explore differences and learn to value diversity in all its forms

11.1.9 Reflect on their own individual values and attitudes

11.1.10 Identify and articulate feelings and emotions and manage difficult situations positively

11.1.11 Learn about the world of work - Utilise parental engagement - skills/careers information from parents this may take the form of virtual meets.

11.1.12 Learn to manage their money and finances effectively - under SCARF money and finance lessons taught under spiral curriculum; also cross-curricular links in maths lessons and extra-curricular events e.g class projects and sales.

12 Monitoring and Assessing

12.1 Monitoring:

12.1.1 The effectiveness of the PSHE and Relationship Education (Prep - upto Y6) provision will be evaluated through: annual governance, Learning Review, Book Looks, Learning Walks, Lesson observations and appraisal.

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12.2 Areas for assessment:

12.2.1 Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.

12.2.2 Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSHE to ensure it is up to date and relevant.

13 Confidentiality

13.1 Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

14 Counselling Services

14.1 Parents and pupils are made aware of counselling and information services both in and out of school and they are offered appropriate support.

15 Outside Speakers

15.1 Please refer to the Safeguarding policy for details of procedures and vetting of visiting

Speakers. **16 EYFS**

16.1 In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly.

Other policies and documents to be read (but not limited to) in conjunction with the PSHE & SRE Policy:

Admissions & Equal Opportunities Policy

Anti-bullying policy

EAL Policy

Safeguarding Policy

SEN Policy

Subject: PSHE & Relationships Education Overview 2023-2024

PSHE and wellbeing long-term plan - including DfE statutory requirements for Relationships Education and Health Education

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole-school termly special events	<p><u>Kindness Week October</u> To understand the importance of kindness and to participate in the NSPCC 'Kindness Challenge'</p> <p><u>SHS Anti-Bullying Week November</u> To participate in whole-school anti-bullying week exploring the different types of bullying and how we can recognise and respond to unwanted behaviour (Each year group's series of dedicated lessons detailed on overview doc)</p>		<p><u>SHS Internet Safety Week February</u> To participate in whole-school Internet Safety Week exploring the positive aspects of the internet and how to stay safe in our digital world (Each year group's series of dedicated lessons detailed on overview doc)</p> <p><u>SHS Children's Mental Health Week February</u> To participate in a whole-school mental health awareness week, exploring the importance of keeping our minds healthy in a similar way to keeping our bodies healthy. Children learn about ways in which they can be brave and talk about feelings and emotions.</p>		<p><u>SHS 'Fundamental British Values Citizenship' May</u> To participate in whole-school FBV & C Week exploring the five Fundamental British Values (Each year group's series of dedicated lessons detailed on overview doc)</p> <p><u>SHS First Aid Day</u> To participate in a whole school day to become Red Cross Champions</p>	
EYFS Pre-R	This will change depending on the current interests and needs of the current cohort of children in Early Years. Areas are detailed on the on-line record system 'Tapestry' covering the 'characteristics of effective learning' Prime areas of Learning and Development are: Personal, Social and Emotional Development (Making relationships, Self-confidence and Awareness and Managing Feelings and Behaviour); Physical Development (Moving and Handling, Health and Self-care); and Communication and Language (Listening and attention, Understanding and Speaking). Participation in anti-bullying week/Cyber safety week & British Values Week. Positive Mindset (Help I'm Stuck/Everyone Can Learn To Ride A Bicycle/Incy Wincy Spider)					
EYFS R	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Transitioning to new year group
	<p><i>Planning will change depending on the current needs of the children, and in response to major world or country events.</i></p> <p><i>There are many cross-curricular links with other subjects e.g PE, Science (STEM), Religious Education (Humanities), Computing and Maths - please refer to these Subject plans.</i></p> <p><i>The learning and promotion of PSHE & Health and Relationships Education is embedded across the whole school. Children are in classes with a dedicated form tutor who is responsible for their pastoral care and will address any issues as they arise such as supporting pupils to develop feelings of self respect, self-esteem and general well-being; and also to help them take responsibility for their actions and understand the consequences of their actions.</i></p>					

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	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing & Changing
1	<p>Growth Mindset Feelings Getting help Classroom rules</p> <p>(Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?)</p>	<p>Recognising, valuing and celebrating difference Developing tolerance and respect</p> <p>(Same or different? Unkind, tease or bully? School rules Who are our special people? It's not fair!)</p>	<p>How our feelings can keep us safe Keeping healthy Medicine Safety</p> <p>(Healthy me Super sleep Who can help? Loss Good or bad touches? How our feelings can keep us safe Keeping healthy Medicine Safety)</p>	<p>Taking care of things: My self My money My environment</p> <p>(Wash and brush up Around and about the school How should we look after our money?)</p>	<p>Growth Mindset Keeping by body healthy</p> <p>(I can eat a rainbow Eat well Catch it! Bin it! Kill it! Learning new skill requires practice and the opportunity to fail Growth Mindset Keeping by body healthy)</p>	<p>Getting help Becoming independent My body parts Transitioning to new year group</p> <p>(Inside my wonderful body! Then and now Who can help? Surprises and secrets Getting help Keeping privates private Becoming independent My body parts Transitioning to new year group)</p>
2	<p>Growth Mindset Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation</p> <p>(Our ideal classroom How are you feeling today? Bullying or teasing? Don't do that! Being a good friend Feelings/self-regulation)</p>	<p>Being kind and helping others Listening Skills</p> <p>(What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Being kind and helping others)</p>	<p>Safe and unsafe secrets Appropriate touch Medicine safety</p> <p>(How safe would you feel? What should they say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept)</p>	<p>Cooperation Self-regulation</p> <p>(Getting on with others When I feel like erupting</p> <p>Feeling safe How can we look after our environment? Saving for something special)</p>	<p>Growth Mindset Looking after my body</p> <p>(You can do it! My day helping us to keep clean and healthy My body needs... What does my body do?)</p>	<p>Life cycles Dealing with loss Being supportive Transitioning to new year group</p> <p>(A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy)</p>

<p>3</p>	<p>Growth Mindset Friends are special Cooperation Caring friendships (Includes respectful relationships)</p> <p>(As a rule My special pet Looking after our special people How can we solve this problem? Dan's dare)</p>	<p>Recognising and respecting diversity Being respectful and tolerant</p> <p>(Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb)</p>	<p>Managing risk Drugs and their risks Staying safe online</p> <p>(Safe or unsafe? Danger or risk? Alcohol and cigarettes: the facts The Risk Robot None of your business! Help or harm?)</p>	<p>Skills we need to develop as we grow up Helping and being helped</p> <p>(Our helpful volunteers Helping each other to stay safe Recount task Can we afford it? Earning money)</p>	<p>Keeping myself healthy Celebrating and developing my skills</p> <p>(Healthy eating Being Poorly For or against? I am fantastic! Body team work)</p>	<p>Relationships Keeping safe Transitioning to new year group</p> <p>(Relationship Tree Body space Secret or surprise? My changing body)</p>
<p>4</p>	<p>Growth Mindset Recognising feelings Bullying Assertive skills</p> <p>(Ok or not ok? Human machines Different feelings When feelings change Under pressure)</p>	<p>Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</p> <p>(Can you sort it?! Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!)</p>	<p>Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences</p> <p>(Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe)</p>	<p>Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</p> <p>(Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers 'income' and 'expenditure Why pay taxes?)</p>	<p>Having choices and making decisions about my health Taking care of my environment</p> <p>(What makes me ME! Making choices Healthy eating My school community)</p>	<p>Managing difficult feelings Relationships including marriage Transitioning to new year group</p> <p>(Moving house My feelings are all over the place! All change! Secret or surprise? Together)</p>
<p>5</p>	<p>Growth Mindset Feelings Friendship skills; including compromise Assertive skills</p> <p>(Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs</p>	<p>Recognising and celebrating difference, (including religious and cultural difference) Understanding and challenging stereotypes</p> <p>(Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true?</p>	<p>Managing risk including staying safe online Norms around use of legal drugs (tobacco, alcohol)</p> <p>('Thinking' about habits Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false?</p>	<p>Rights and Responsibility Rights and Responsibility relating to my health Decisions about lending, borrowing and spending</p> <p>(What's the story? Fact or opinion? Rights, responsibilities and duties Mo makes a difference</p>	<p>Growing independence and taking responsibility Media awareness and safety</p> <p>(Getting fit It all adds up! Different skills My school community Independence and responsibility)</p>	<p>Body changes during puberty Managing difficult feelings Managing change Getting help Transitioning to new year group</p> <p>(How are they feeling? Taking notice of our feelings Changing bodies and feelings</p>

	Communication)	It could happen to anyone)	Smoking: what is normal? Would you risk it?)	Spending wisely)		Help! I'm a teenager - get me out of here! t could happen to anyone Stop, start, stereotypes)
6	Growth Mindset Assertiveness Co-operation Safe/unsafe touches (Working together Let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Don't force me It's a puzzle)	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour (OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships!)	Emotional needs Staying safe on-line Drugs, norms and risks (including the law) (Think before you click! Traffic lights To share or not to share? Rat Park Drugs: it's the law! Alcohol: what is normal? Joe's story)	Understanding media bias, including social media Caring communities and the environment Earning and saving money (Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations!)	Aspirations and goal setting Managing risk (This will be your life! Our recommendations What's the risk?)	Keeping safe Body image Self-esteem Transitioning to new school (Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal?)

Subject overview by year group within Science (STEM)

2023 -2024 Subject: Health & Sex Education

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS R	Playing and exploring – Using senses to explore the world around them Active learning					
1,2,3	In Lower Prep (years 1-3) children will cover aspects of the science curriculum that cover bodies, senses and correct use of scientific terms for these. Children will also cover how animals and humans have offspring that grow into adults.					

4,5,6	<p>In Upper Prep (years 4-6) children will cover aspects of the science curriculum that cover life cycles of animals including humans and plants. Understanding more about life processes and how bodies change and age over time.</p> <p>In years 5 and 6 children will learn about the process of puberty and how these changes affect our bodies, emotions and feelings.</p> <p>Yr 5 - Autumn term</p> <p>Yr 6 - Summer term</p>
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