Perryfields Enterprise Academy Trust

Personal, Social, Health and Economic Education Policy including Relationships and Sex Education

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SUMMARY OF CHANGES – OCTOBER 2025	
Section	**Detail**
	Minor formatting changes

Introduction

This policy covers Perryfields Junior School's approach to teaching Personal, Social, Health and Economic (PSHE) Education including Relationships and Sex Education (RSE). It has been developed and produced by the PSHE subject leader in consultation with all school staff. All school staff were given the opportunity to look over the policy and make any recommendations. In addition to this, parents were consulted with and invited to submit feedback about the new policy and the proposed curriculum. Once amendments were made, the policy was shared with the school governors and approved. It will be reviewed annually, or sooner if the PSHE curriculum is amended, in response to emerging themes, changing pupil needs or an introduction of new legislation and guidance.

Rationale and Ethos

We believe that PSHE is important for our pupils and for school because it is all about the emotional, social and cultural development of pupils and this includes learning about relationships, sexual health, healthy lifestyles, diversity and personal identity. It empowers children to build self-esteem, offer their opinion and listen to other's opinions, have an open mind, respect themselves and others and it provides a strong foundation to be successful in life by developing essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both online and offline.

PSHE is taught in a way which is complementary to the wider ethos, values and principles of our school. We ensure that PSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), allowing for the development of knowledge relevant to the age and stage of the learner. PSHE in our school also fosters gender equality and LGBT+ equality by challenging all forms of discrimination and bullying. We believe that the partnership of home and school is fundamental in providing this context as parents are the first teachers of their children in enabling them to grow and mature and to form healthy relationships. We complement and reinforce this rule, building on what children learn at home as an important part of delivering a good education.

Aims

Our school's overarching aims of PSHE are to:

- Provide a framework in which sensitive discussions can take place.
- Provide an inclusive learning environment, which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Provide the knowledge and information to which all pupils are entitled and to clarify/reinforce existing knowledge.
- Prepare pupils for puberty and give them an understanding of sexual development, as well as the importance of health and hygiene.
- Respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual development and health at a level suitable to the children's age and understanding and to dispel myths and rumours.
- Help pupils develop skills and feelings of self-respect, confidence and empathy and to make the most of their abilities.
- Provide the confidence to be participating members of society.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Create a positive culture around issues of sexuality and relationships.
- Help pupils understand what a positive and healthy relationship is.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and other safe.

- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

Roles and Responsibilities

The PSHE subject leader and the senior leadership team are responsible for the organisation of PSHE at Perryfields Junior School. As well as being taught in PSHE, some aspects are delivered through a number of areas of the curriculum, including the following subjects: science, PE, computing, Religious Education, assemblies and enrichment activities. The lessons will be taught by all class teachers and supported by other agencies as appropriate. Assemblies are delivered by the headteacher and the senior leadership team, and visitor speakers from the community also make a valuable contribution to the PSHE curriculum. All staff involved in the delivery of PSHE have received training, ensuring that pupils are taught with consistent approaches to PSHE throughout their time at Perryfields. Staff understand that they do not have the right to opt out of teaching PSHE but they can discuss any concerns with the subject leader and the headteacher.

All staff are responsible for:

- Delivering PSHE in a sensitive way.
- Modelling positive attitudes in PSHE.
- Monitoring progress.
- Responding to the needs of the individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdraw from the non-statutory components of PSHE.

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Legislation

We are required to teach relationships education as a part of the Revised Department for Education statutory guidance from September 2020 which states all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from PSHE remains in primary and secondary education for aspects of sex education which are not part of the science curriculum. Documents that inform the school's PSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Catholic Education Service Guidance https://rsetraining.catholiceducation.org.uk/

Curriculum

The school uses the New National Curriculum and the PSHE Association Programme of Study as the basis of its curriculum planning as this identifies the key concepts and skills to be taught through PSHE education and incorporates the range of topics to be covered within RSE. The curriculum is an integral part of our whole school PSHE education provision and will cover relationships, health, citizenship, belonging to a community, money and work and sexual health. Biological aspects of RSE are taught within the science curriculum, other aspects are taught within Religious Education and we address online relationships within the digital literacy strand of the computing curriculum. We have developed the curriculum in consultation with staff taking into account the needs and feelings of the pupils.

Our curriculum planning is in three phases: long-term, medium-term and short-term. Our long-term planning gives a detailed outline of what we teach across the school. Our medium-term plans, which are adapted from the long-term planning, gives details of the main learning objectives for each topic: Relationships, Living in the Wider World and Health and Wellbeing. They ensure an appropriate balance and distribution of work across each topic. These plans are kept and reviewed by the subject leader. Our short-term plans are completed for each topic with individual lesson plans giving details of the main learning objects and the learning activities for each lesson.

An overview of the progression across the school can be found in Appendix 1 and the medium-term plans for each year group can be found in Appendix 2.

<u>Safe and Effective Practice</u>

Teaching and learning approaches will be in line with our Teaching and Learning Policy.

The school uses a variety of teaching to accommodate learning styles in PSHE. Our principal aim is to develop pupils' knowledge, skills and understanding. At Perryfields, there is access to a wide range of resources, including: video clips, scenario cards, discussions, drama, story-telling, quizzes and fact finding. ICT is used in PSHE lessons to facilitate engagement and support where this serves to enhance their learning. Wherever possible, we encourage all pupils to apply their learning to everyday situations.

We recognise the fact that there may be pupils of widely different abilities in classes and barriers to learning. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies, including setting tasks which are open-ended and can have a variety of responses, setting tasks of increasing difficulty and providing resources of a different complexity, according to the ability of the pupil. Other resources and activities are used to enhance and engage the learners in a stimulating and sensory way using a variety of methods of delivery and resources, encouraging freedom of expression and a safe way to explore feelings.

We understand that not all children will begin each year at the expected starting point and when beginning a new topic, the first lesson will be to determine each pupil's prior knowledge. Adjustments will be made accordingly to ensure that no pupil feels disadvantaged by not understanding any issues that are presented to them. We aim for our curriculum to be responsive at all times to pupils' needs and to be reactive in a positive way that key messages are clearly understood by each pupil.

We will ensure a safe learning environment by ensuring that the pupils are aware that PSHE is taught in a safe and non-judgemental environment where both adults and children are confident that they are respected. We understand that all staff have an important role to play in modelling behaviours. Specific ground rules will be on display in every classroom and they will be established at the beginning of each lesson. A copy of the ground rules can be found in Appendix 3.

During our lessons, we encourage pupils to ask as well as answer questions related to PSHE. Questions can be asked in class or pupils can ask questions anonymously, if they wish to, through the use of an 'ask it basket' after the lesson. Staff will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. If pupils ask questions outside the scope of our curriculum, we will respond in an appropriate manner so pupils are informed as much as possible.

Staff can refuse to answer a question that they feel is inappropriate. Staff will not answer personal questions about their own body, personal circumstances or their lifestyle. If a member of staff does not answer a question, the pupil will have the reasons for this decision clearly explained. The member of staff will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question, as unanswered questions may lead to pupils turning to inappropriate sources of information. At the end of every lesson, staff will signpost to further advice and information to ensure safe sources of information, advice and guidance are provided, in case

any pupil needs it. It is important to ensure that every pupil knows where they can go to receive any help if needed.

Staff will also work closely with the safeguarding team to advise of topic coverage. This will ensure that the school can be responsive to pupils' pastoral needs and that safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Distancing techniques, such as the use of characters within PSHE and no personal anecdotes, help to avoid pupils feeling under any pressure to participate or disclose information beyond that which is appropriate or comfortable. This strategy makes PSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

All staff involved in the delivery of PSHE are aware that the views around PSHE are varied; however, while personal views are respected, all PSHE topics are taught without bias. Topic are presented using a variety of methods and beliefs so that pupils can form their own informed opinions but also respect others who may have a different opinion.

Safeguarding

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. We are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue; for example, female genital mutilation (FGM), forced marriage, child exploitation or abuse. If any member of staff believes that a child is at risk or in danger or has concerns about any information disclosed, that individual will talk to the named designated safeguarding lead, who takes action as laid down in the Child Protection Policy. If the named designated safeguarding lead is absent, the deputy lead will be spoken to instead. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and be told the reasons why. The child will be supported by staff throughout the process.

It is important to identify that if a child refuses to talk to their parents or carers about an issue that they raised that is causing them harm, this is a safeguarding issue. However, it is not a safeguarding issue if a child does not want to talk to their parents or carers about something personal to them, including gender identity and sexual orientation. A child cannot be forced to talk to anyone about these personal issues and they should not be outed by any member of staff. In this situation, the child will be provided with a safe space for them to talk and be open.

However, social transitioning (such as changing name and pronouns) is a significant intervention; therefore, schools should not use a name or pronoun for a child that they keep secret from parents. Any concerns should be discussed with parents, with exceptions made only in line with normal safeguarding practices (see the Sex and Gender Identity Policy for more information).

Monitoring, reporting and evaluation

We ensure that all pupils have equal access to the PSHE curriculum through a thorough process of monitoring, evaluation and assessments, which takes into consideration the pupils' needs, maturity, age, ability and personal circumstances.

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre and post topic mind maps, diagrams, task outcomes, quizzes, questioning and observation. Written or verbal feedback is given to the pupil to help guide their progress in line with the school marking policy. Assessing pupils' learning will ensure whether they are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective.

Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents and carers as appropriate. Pupils have opportunities to review and reflect on their own learning during lessons whether it is sharing what they already know at the start of the lesson or sharing something that they had learnt at the end of the lesson.

Staff are kept informed of developments in key aspects of PSHE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and inset days. Support will be given to newly qualified staff and colleagues who may lack confidence in some areas.

Engaging Stakeholders

We believe that PSHE is most effective when it is a collaboration between home and school. As mentioned previously, parents are the first teachers of their children in enabling them to grow and mature and to form healthy relationships. We complement and reinforce this rule, building on what children learn at home as an important part of delivering a good education.

Perryfields Junior School is committed to working with parents and carers and believes that it is important to have the support of the parents for the PSHE curriculum. We work closely with parents and carers to ensure that they are fully aware of what is being taught and offer additional resources and support with our open-door policy to help ensure that they can discuss issues with the school staff in a positive, sensitive and proactive manner. To promote effective communication between parents, carers and their children, we notify parents when particular aspects of PSHE will be taught.

Parents and carers are provided with the opportunity to find out about and discuss the school's curriculum through the school website, the open-door policy, as well as being directed to a copy of the PSHE policy. We will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

As well as the overviews for each year group, the terminology used by the staff delivering PSHE and being taught to the pupils is available in a glossary in Appendix 4 of the policy. Creating a glossary has enabled us to create our own boundaries and know what terminology is used in what context and which year group. It is vital to use the correct terminology to ensure that pupils learn the correct names. Slang terms should not be used as it can give pupils the wrong ideas. It is fine for children to have their own names for things such as body parts but they need to be taught the correct terminology.

Parental rights to withdraw

Parents and carers have the right to withdraw their children from the non-statutory part of PSHE & RSE, except for those parts included within the National Curriculum for Science, which are statutory. We are required to teach relationships education as a part of the Revised Department for Education statutory guidance from September 2020 which states all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from PSHE & RSE is for aspects of sex education which are not part of the science curriculum. Pupils cannot be withdrawn from relationships education as it is statutory. Parents or carers may wish to withdraw their child from these lessons on sex education, which take place in the summer term of year six:

Lesson 7: Sexual intercourse and human reproduction	- Identify the links between love, committed relationships and conception. - What sexual intercourse is and how it can be one part of an intimate-relationship between consenting adults. - Recognise what an adult is. - Recognise other terms used for sexual intercourse. - That pregnancy can be prevented with contraception. - Human lifecycle.

Lesson 8: Human reproduction and birth	• How pregnancy occurs, e.g. when a sperm meets an egg and the fertilised eggs settles into the lining of the womb. • Giving birth to a baby.

Parents and carers are informed that the PSHE & RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children.
- Advance the 2010 Equality Act.
- Encourage the spiritual, moral, social and cultural development of pupils.
- Foster British values.
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Those parents or carers wishing to exercise the right to withdraw their child from the lessons on sex education should put their request for withdrawal in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The headteacher will discuss the request with the parents or carers, exploring any concerns or any impact that withdrawal may have, and take appropriate action.

Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed by the parents or carers. It is then the responsibility of the parents or careers to deliver the content of the sex education to their child as they see fit. Information and support materials are available to use and are offered by the school. Pupils, who are withdrawn from sex education, will receive alternative work for other curriculum areas and it will be carried out in another classroom.

If a conversation arises about sex education in a non-PSHE lesson with pupils present who have been withdrawn from sex education, the teacher will stop the conversation and instruct that the issues are discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn children are not present. Parents and carers must also be aware that, while we discourage the discussion of PSHE & RSE topics in the playground, we cannot guarantee that the pupils withdrawn will not be privy to information shared by their peers.

We involve pupils in the development of the PSHE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

Inclusion

The PSHE policy reflects and is in line with the school's equal opportunities policy. Perryfields Junior School ensures that the PSHE curriculum is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

PSHE strives to meet the needs of all pupils, regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support. Homophobic and transphobic references, actions and bullying are not tolerated and are challenged at Perryfields Junior School.

Review

This policy will be reviewed by the Senior Leadership team annually for governing board approval.

Perryfields Junior School PSHE & RSE Curriculum Framework (Long term plan)
Non-statutory Sex Education (Primary) his highlighted in green. Parents have the right to withdraw from these lessons only

Term	Autumn			Spring			Summer		
Core Theme	Relationships (Minimum of 10 lessons)			Living in the Wider World (Minimum of 10 lessons)			Health and Wellbeing (Minimum of 10 lessons)		
Topics	Families and friendships	Healthy and safe relationships	Respecting ourselves and others	Belonging to a community	Media, literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Year 3	What makes a family, features of a family life, making friends, maintaining friendships	Personal boundaries, safely responding to others, the impact of hurtful behaviour	Recognising respectful behaviour, the importance of self-respect, courtesy and being polite	The values of rules and laws, rights, freedoms and responsibilities	How the internet is used, the internet in everyday life, assessing information online	Different jobs and skills, job stereotypes, setting personal goals	Health choices and habits, why sleep is important, what affects feelings, expressing feelings	Personal strengths and achievements, managing and reframing setbacks, including growth mindset	Risks and hazards, safety in the local environment and unfamiliar places.
Year 4	Positive friendships, including online	Responding to hurtful behaviour, managing confidentiality, managing dares, recognising risks online	Respecting differences and similarities, discussing differences sensitively	What makes a community, shared responsibilities	How data is used and shared, how to keep safe online	Making decisions about money, saving and budgeting, using and keeping money safe	Maintaining a balanced lifestyle, oral hygiene and dental care, making choices, hygiene and germs	Personal hygiene routines, changes that happen in life and feelings associated with change	Medicines and household products, drugs common to everyday life
Year 5	Managing friendships and peer influence, responding to feelings in others	Physical contact and feeling safe, actions have consequences of actions, working collaboratively, negotiation and compromise,	Responding respectfully to a wide range of people, recognising prejudice and discrimination, listening to others, raising	Protecting the environment, compassion towards others, anti-social behaviour, respecting and resolving differences,	How information is online is targeted, different media types, their role and impact, spending too much time on social media	Identifying job interests and aspirations, what influences career choices, workplace stereotypes, importance of	Healthy sleep habits, sun safety, medicines, vaccinations, immunisations, allergies, making informed choices, positive and negative effects	Physical and emotional challenges in puberty, external genitalia, personal hygiene routines, support with puberty,	Keep safe in different situations, including responding in emergencies, first aid and strategies for managing personal safety

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		giving feedback	concerns and challenging	laws and rules		finance in people's lives		intensity of feelings, managing complex feelings, coping with change, personal identity and recognising individuality	
Year 6	Attractions to others, romantic relationships, civil partnership, marriage, different types of relationships	Maintaining relationships, recognising and managing pressure, recognising when a relationship is unhealthy, consent in different situations, acceptable and unacceptable physical touch, personal boundaries and the right to privacy	Expressing opinions and respecting other points of views, including discussing topical issues, discuss and debate health and wellbeing issues, human rights, the rights of a child, cultural practices and British law, being critical of what is in the media and what they forward to others	Valuing diversity, what makes people the same or challenging discrimination, bullying and stereotypes	Images in the media and reality, how this can affect how people feel, evaluating media sources, sharing things online	Influences and attitudes towards money, money and financial risks	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, changes at puberty recap, sexual intercourse and human reproduction, human reproduction and birth, roles and responsibilities of parents	Keeping personal information safe (link to online), regulations and choices, drug use and the law, risks and effects of drugs, drug use and the media

Year 3 – Perryfields Junior School PSHE and <mark>RSE</mark> Medium Term Overview
<mark>Contextual additions/enrichment added</mark>

In addition to previous learning, pupils will learn to…

Term	Topic	Lesson	Students will learn…	Key Vocabulary
Autumn - Relationships	**Families and friendships**	Lesson 1: What makes a family	• Recognise and respect that are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • That being part of a family provides stability, support and love	Family – a group of people who live together (they all vary and are different). Friends – friends are people who you confide in, play with, have fun with and cheer you up when you are sad. Different – not the same as one another or each other. Important – of great significance and value. Emotions – a strong feeling coming from a circumstance or mood. Feelings – an emotional state or reaction. Personal – belonging to or affecting a particular person rather than anyone else. Express – to show using words, actions or body language. Conflict - a struggle between people which may be physical, or between conflicting ideas. Bystander – a person who does not become actively involved in a situation where someone else requires help Upstander – someone who intervenes on behalf of a person who's being bullied Bullying - to treat (someone) in a cruel, insulting, threatening, or aggressive way repeatedly.
		Lesson 2: Features of a family life	• About the positive aspects of being part of a family, such as spending time together and caring for each other • About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • To identify if/when something in a family might make someone worried or upset • What to do and whom to tell if family relationships are making them feel unhappy or unsafe	
		Lesson 3: Making friends	• How to be a good friend, e.g. kindness, listening, honesty • About different ways that people meet and make friends	
		Lesson 4: Maintaining friendships	• Strategies for positive play with friends, e.g. joining in, including others, etc. • About what causes arguments between friends • How to positively resolve arguments between friends	
		Lesson 5: Personal boundaries	• What is appropriate to share with friends, classmates, family and wide social groups, including online • What privacy and personal boundaries are, including online	

	Healthy and safe relationships	Lesson 6: Safely responding to others	• Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • What to do and whom to tell if they see or experience bullying or hurtful behaviour	Boundaries – the limits you set with other people letting them know what we find acceptable or unacceptable. Teasing – to make fun of Respectful - you accept somebody for who they are, even when they're different from you or you don't agree with them Self-Respect - understanding and honouring your own needs Courtesy – behaving in a polite manner and displaying good manners Polite - having or showing good manners or respect for other people
		Lesson 7: The impact of hurtful behaviour	• That bullying and hurtful behaviour is unacceptable in any situation • About the effects and consequences of bullying for the people involved • About bullying online and the similarities and differences to face-to-face bullying	
	Respecting ourselves and others	Lesson 8: Recognising respectful behaviour	• To recognise respectful behaviours, helping or including others, being responsible • How to model respectful behaviour in different situations e.g. at home, at school, online	
		Lesson 9: The importance of self-respect	• The importance of self-respect and their right to be treated respectfully by others	
		Lesson 10: Courtesy and being polite	• What it means to treat others, and be treated, politely. • The ways in which people show respect and courtesy in different cultures and the wider society	
Contextual addition	**Contextual addition**	Lesson 11: Disabilities	• To understand different types of disability (including hidden disabilities). • To know that people with a disability should be treated equally • To be understanding and be respectful of challenges people with disabilities may face	
		Lesson 12: Learning Disabilities	• To understand learning disabilities and autism. • To be understanding and be respectful of challenges people with learning disabilities may face •	
Spring – Living in the Wider World		Lesson 1: The values of rules and laws	• The reasons for rules and laws in wider society • The importance of abiding by the law and what might happen if rules and laws are broken	Rules – guidelines for how people should behave Laws – rules that have been passed by a government's legislature Enforce- to make people obey a law, or to make a particular situation happen or be accepted
	Belonging to a community	Lesson 2: Rights	• What human rights are and how they protect people • To identify basic examples of human rights, including the rights of children	
		Lesson 3: Freedoms and responsibilities	• About how they have rights and also responsibilities • That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	

	Media, literacy and digital resilience	Lesson 4: How the internet is used	• To recognise the purpose and value of the internet in everyday life	Human Rights – rights that belong to every individual, regardless of race, gender, religion, nationality or ethnicity United Nations – an organisation made up of representatives from different countries who work together to prevent and stop wars Rights – something you are entitled to as an individual Responsibilities – to do the things that you are expected to do and accept the consequences of your actions Internet – the internet's job is to transport data from one computer to another Job – a regular position for which a person is paid to do particular duties Skills - the power or ability to perform a task well CV (Curriculum Vitae) – a formal document which gives information about a person's skills, qualifications and experiences Qualifications – Stereotype – a particular image or opinion that comes to mind of a person or group of people Growth Mindset – believing that your brain can grow and you can learn many new things Express – to show or tell the thoughts or feelings of (oneself) Challenges – a barrier or obstacle that one may face Democracy: A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. Rule of Law: The need for rules to make a happy, safe and secure environment to live and work. Individual Liberty: Protection of your rights and the rights of others around you. Mutual Respect & Tolerance: Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and
		Lesson 5: The internet in everyday life	• How the internet can be used positively for leisure, for school and for work	
		<mark>Lesson 6: Assessing information online</mark>	• How to report something seen or experienced online that concerns them e.g. images or content that worries them, unkind or inappropriate communication. • To recognise that images and information online can be altered or adapted and the reason for why this happens	
		Lesson 7: Assessing information online	• 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 • Strategies to recognise whether something they see online is true or accurate.	
	Money and work	Lesson 8: Different jobs and skills	• About jobs that people may have from different sectors e.g. teachers, charity work, business people • That people can have more than one job at once or over their lifetime • About some of the skills needed to do a job, such as teamwork and decision making	
		Lesson 9: Job stereotypes	• 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 science	
		Lesson 10: Setting personal goals	• To recognise their interests, skills and achievements and how these might link to future jobs • How to set goals that they would like to achieve this year e.g. learning a new hobby	
	<mark>**Contextual addition**</mark>	<mark>**Contextual addition**</mark>	• <mark>Growth Mindset Lesson</mark>	

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				beliefs of others whilst not imposing our own onto them.
Summer – Health and Wellbeing	**Physical health and mental wellbeing**	Lesson 1: Health choices and habits	• About the choices that people make in daily life that could affect their health • To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep etc) • What can help people to make healthy choices and what might negatively influence them • About habits and that sometimes they can be maintained, changed or stopped.	Choice – the act of choosing between two or more possibilities. Habit – a usual way of behaving often a regular or repeated behaviour or action. Different – not the same as one another or each other. Important – of great significance and value.
		Lesson 2: Health choices and habits	• The positives and negative effects of habits, such as regular exercise or eating too much sugar • What is meant by a healthy, balanced diet including what food should be eaten regularly or just occasionally • That regular exercise such as walking or cycling has positive benefits for their mental and physical health	Responsibilities – to do the things that you are expected to do and accept the consequences of your actions. Emotions – a strong feeling coming from a circumstance or mood. Feelings – an emotional state or reaction. Future – time to come.
		Lesson 3: Why sleep is important	• Why sleep and rest are important for growing healthy	Personal – belonging to or affecting a particular person rather than anyone else. Strength – the ability to do thinks that need a lot of physical or mental effort.
		Lesson 4: What affects feelings	• About the things that affect feelings positively and negatively • To recognise how feelings can change overtime and become more or less powerful.	Achievement - something done successfully with effort, skill or courage. Regular – existing or happening repeatedly in a fixed patter, with equal or similar amounts of time in between.
		Lesson 5: Expressing feelings	• Strategies to identify and talk about their feelings • About some of the different ways people express feeling e.g. words, actions, body, language	Balanced diet – a diet consisting of a variety of different types of foods to give the right amounts of nutrients necessary for good health.
		Lesson 6: Personal strengths and achievements, managing and	• 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	Mental health – your emotional, psychological and social wellbeing. It helps us determine how we handle different events and make choices.

	Growing and changing	reframing setbacks (growth mindset)	• How to identify their own personal strengths and interests and what they're proud of (in school, out of school)	Physical health – the condition of your body. Express – to show using words, actions or body language. Challenge – to take part in a contest or competition with yourself or with others. Difficulty – finding something hard or tricky. Risk – a situation involving exposure to danger. Hazard - a potential source of danger. Danger – the possibility of suffering harm or injury. Safe – protected from or not exposed to danger or risk. Unfamiliar – not known or recognised. Stranger – a person you do not know or are not familiar with.
		Lesson 7: Recognising challenges	• To recognise common challenges to self-worth e.g. finding schoolwork difficult, friendship issues	
		Lesson 8: Managing and reframing setbacks (growth mindset)	• Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	
	Keeping safe	Lesson 9: Risks and hazards	• How to identify typical hazards at home and in school • How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • About fire safety at home including the need for smoke alarms	
		Lesson 10: Safety in the local environment and unfamiliar places	• The importance of following safety rules from parents and other adults • How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	
Contextual addition	**Contextual addition**	**To learn about safety in the home**	• Home Safety – Essex Fire and Rescue Visit	

Year 4

In addition to previous learning, pupils will learn to…

Term	Topic	Lesson	Students will learn…	Key Vocabulary
Autumn - Relationships		Lesson 1: Features of positive friendships	• About the features of positive healthy relationships such as mutual respect, trust and sharing interests	Beliefs – An acceptance that something exists or is true. Bullying – a person hurts another person with their body or words.

Families and friendships			Culture – The traditions and beliefs that a society or group of people practice in their daily lives.
	Lesson 2: Positive friendships	• Strategies to build positive friendships • How to seek support with relationships if they feel lonely or excluded	Dares – a person challenges another person to do or say something which might be unkind or hurtful.
	Lesson 3: Online positive friendships	• How to communicate respectfully with friends when using digital services • How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • What to do or whom to tell if they are worried about any contact online	Discrimination – The unfair treatment of one particular person or group of people. Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together. Emotions – A strong feeling deriving from circumstances, mood or relationships. Feelings – An emotional state or reaction. Friendship – A relationship between two friends.
Healthy and safe relationships	Lesson 4: Responding to hurtful behaviour	• To differentiate between playful teasing, hurtful behaviour and bullying, including online • How to respond if they witness or experience hurtful behaviour or bullying, including online	Friendly joking - a person says or does something funny to make another person laugh.
	Lesson 5: Managing confidentiality	• When it is right to keep or break a confidence or share a secret	Honesty – Telling the whole truth and not leaving out parts in order to hide something you know is wrong. Influence – A thing or person that has the power to affect another.
	Lesson 6: Managing dares	• Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk or make them feel uncomfortable • How to manage pressures associated with dares	Mutual respect – Understanding that we may all not have the same beliefs and values but we still respect and appreciate each other for our differences.
	Lesson 7: Recognising risks online	• How to recognise risks online such as harmful content or contact • How people may behave differently online including pretending to be someone they are not • How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	Peer pressure – Feeling like you have to do something because people around you want you to or expect you to. Physical – Relating to the body. Prejudice – Judging someone or having an idea about them before you actually know anything about them.
Respecting ourselves and others	Lesson 8: Respecting differences and similarities	• To recognise differences between people such as gender, race, faith • To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • About the importance of respecting the differences and similarities between people	Respect – Acting in a way that shows you care about a persons feelings and well-being. Secret – Something kept or planned to be kept from others' knowledge. Society – A community or group of people.
	Lesson 9: Discussing	• A vocabulary to sensitively discuss difference and include everyone	Teasing

		==differences sensitively==	• About the importance of respecting the differences and similarities between people	
		Lesson 10: ==Appreciating the range of identities==	• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	
Spring – Living in the Wider World	**Belonging to a community**	Lesson 1: What makes a community	• The meaning and benefits of living in a community • To recognise that they belong to different communities as well as the school community • About the different groups that make up and contribute to a community	Aspiration – A hope or ambition for the future. Beliefs – An acceptance that something exists or is true. Career – Your profession (job) or chosen line of work with opportunities for progression. Community – A group of people living or working together in the same place or having a particular characteristic in common. Climate change – the name given to changes in weather and temperature that pose a challenge for us now and in the future. These changes are a result of human activity and they are not good for the planet. Compassion – Showing understanding and empathy towards others. Consequences – A result or effect of an action. Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together. Environment – Everything that is around us which includes both living and non-living things. Equality – Everyone has the same chances or the same treatment. Finance - How people act in managing their money. This includes earning, spending, saving and investing it. Influence – A thing or person that has the power to affect another. Law – A set of rules that people must follow from the government.
		Lesson 2: Shared responsibilities	• About the individuals and groups that help the local community, including through volunteering and work • How to show compassion towards others in need and the shared responsibilities of caring for them	
		Lesson 3: Resources allocated	• To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	
	Media, literacy and digital resilience	==Lesson 4: How data is used and shared==	• That everything shared online has a digital footprint • What a digital footprint is and what it means • That organisations can use personal information to encourage people to buy things	
		==Lesson 5: Online advertising==	• To recognise what online adverts look like • To compare content shared for factual purposes and for advertising • That organisations can use personal information to encourage people to buy things • Why people might choose to buy or not buy something online e.g. from seeing an advert • That search results are ordered based on the popularity of the website and that this can affect what information people access	
		==Lesson 6: How to keep safe online==	• Building a positive digital footprint and why it's important • Ways they can start to build a positive digital footprint • Understanding what is and isn't okay to share online • Controlling who sees your information online	
		Lesson 7: The role of money	• To learn about the role money plays in their own and others' lives	

	Money and work	Lesson 8: Making decisions about money	• How people make different spending decisions based on their budget, values and needs • How to manage money	Migration – is the movement to another place, often or a large group of people or animals Online content – Any material available on the world wide web. Refugee – someone who has left their country to seek refuge or protection in another country. Respect – Accepting somebody for who they are, even when they're different from you or you don't agree with them. Responsibility – to do things that you are expected to do and accept the consequences of your actions Social media – Websites and applications that enable uses to create and share content or to participate in social networking.
		Lesson 9: Saving and budgeting	• How to keep track of money and why it is important to know how much is being spent	
		Lesson 10: Keeping money safe	• About different ways to pay for things such as cash, cards, e-payments and the reasons for using them • That how people spend money can have positive or negative effects on others e.g. charities, single use plastics	
Summer – Health and Wellbeing	**Physical health and mental wellbeing**	Lesson 1: Maintaining a balanced lifestyle	• To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • What good physical health means and how to recognise early signs of physical illness	Physical health: having a healthy body. Mental wellbeing: feeling good about yourself and the world around you including thoughts, feelings and emotions. Healthy balanced lifestyle: the actions you take to stay fit and healthy e.g. diet, exercise and sleep. Oral hygiene: the actions you take to look after your teeth e.g. washing them twice a day, choosing foods low in sugar, visiting the dentist regularly. Germs: micro-organisms that cause disease. The four main types of germs are bacteria, viruses, fungi and protozoa. Medicine: a drug used to prevent or treat illness or disease. Drug: a chemical that you take into your body which changes the way you feel and act. Some drugs are prescribed by
		Lesson 2: Oral hygiene and dental care	• How to maintain oral hygiene and dental health, including how to brush and floss correctly • The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	
		Lesson 3: Hygiene and germs	• What good physical health means and how to recognise early signs of physical illness • That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary	
		Lesson 4: Making choices	• To understand that choices can have positive, neutral and negatives consequences • To understand how to make informed choices	
		Lesson 5: Personal hygiene routines	• The importance of personal hygiene routines, including washing regularly and using deodorant	
		Lesson 6: Personal strengths and interests	• How to identify their own personal strengths and interests and what they're proud of (in school, out of school)	

	Growing and changing	Lesson 7: Changes and challenges that happen in life	• To recognise common challenges to self-worth e.g. finding schoolwork difficult, friendship issues	a doctor for illnesses. Some drugs can be illegal or unsafe.
		Lesson 8: Feelings associated with change	• How to deal with changing emotions • How to deal with change	Side-effect: any effect of a drug, chemical or other medicine that is in addition to its intended effect. This could be harmful or unpleasant. Habit: something we do repeatedly. Household product: a category for goods used in and around the home such as cleaning products.
	Keeping safe	Lesson 9: Medicines and household products	• The importance of taking medicines correctly and using household products safely • To recognise what is meant by a 'drug' • That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing	Personal hygiene: keeping clean to stay healthy and prevent disease. Personal strengths: tasks or actions you can do well.
		Lesson 10: Drugs, including those common to everyday life	• 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 • That for some people using drugs can become a habit difficult to break • How to ask for help or advice	Personal interests: something you enjoy doing or learning about for fun. Self-esteem: the opinion you have of yourself.
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Year 5

In addition to previous learning, pupils will learn to…

Term	Topic	Lesson	Students will learn…	Key Vocabulary
Autumn - Relationships		<mark>Lesson 1: Managing friendships</mark>	• What makes a healthy friendship and how they make people feel included • Strategies to help someone feel included	Beliefs – An acceptance that something exists or is true.

	Families and friendships	Lesson 2: Peer influence	• About peer influence and how it can make people feel or behave • The impact of the need for peer approval in different situations, including online • Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication	Consent – Permission for something to happen or an agreement to do something. Consequences – A result or effect of an action. Culture – The traditions and beliefs that a society or group of people practice in their daily lives. Discrimination – The unfair treatment of one particular person or group of people. Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together. Emotions – A strong feeling deriving from circumstances, mood or relationships. Equality – Everyone has the same chances or the same treatment. Equity – Each individual or group of people is given the same resources or opportunities and are given what they need in order to make things fair. Feelings – An emotional state or reaction. Friendship – A relationship between two friends. Honesty – Telling the whole truth and not leaving out parts in order to hide something you know is wrong. Influence – A thing or person that has the power to affect another. Lifestyle – A way of living or doing things. Mutual respect – Understanding that we may all not have the same beliefs and values but we still respect and appreciate each other for our differences. Peer pressure – Feeling like you have to do something because people around you want you to or expect you to. Physical – Relating to the body.
		Lesson 3: Responding to feelings in others	• That it is common for friendships to experience challenges • Strategies to positively resolve disputes and reconcile differences in friendships •	
		Lesson 4: Different types of friends	• That friendships can change over time and the benefits of having new and different types of friends • How to recognise if a friendship is making them feel unsafe, worried or uncomfortable	
	Healthy and safe relationships	Lesson 5: Physical contact	• To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • How to ask for, give and no give permission for physical contact • How it feels in a person's mind and body when they are uncomfortable	
		Lesson 6: Feeling safe	• That it is never someone's fault if they have experienced unacceptable contact • How to respond to unwanted or unacceptable physical contact • 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 • Whom to tell if they are concerned about unwanted physical contact	
		Lesson 7: Actions have consequences of actions	• To know that actions affect themselves and others	
		Lesson 8: Responding respectfully to a wide range of people	• To recognise that everyone should be treated equally • Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own •	

	Respecting ourselves and others	<mark>Lesson 9: Recognising prejudice and discrimination</mark>	• What discrimination means and different types of discrimination e.g. racism, sexism, homophobia etc. • To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment •	Prejudice – Judging someone or having an idea about them before you actually know anything about them. Respect – Acting in a way that shows you care about a persons feelings and well-being. Secret – Something kept or planned to be kept from others' knowledge. Society – A community or group of people.
		<mark>Lesson 10: Raising concerns and challenging</mark>	• The impact of discrimination on individuals, groups and wider society • Ways to safely challenge discrimination • How to report discrimination online	
<mark>**Contextual addition**</mark>	<mark>**Contextual addition**</mark>	<mark>**To learn and practise road safety**</mark>	• <mark>Road Safety Training – visiting organisation to come in and take children out in small groups</mark>	
Spring – Living in the Wider World	**Belonging to a community**	Lesson 1: Protecting the environment, compassion towards others	• About how resources are allocated and the effect this has on individuals • About the way that money is spent and how it affects the environment	Ambition – Identifying your passions and goals and working towards achieving them. Aspiration – A hope or ambition for the future. Beliefs – An acceptance that something exists or is true. Bias – When something is only presented from one viewpoint. Career – Your profession (job) or chosen line of work with opportunities for progression. Community – A group of people living or working together in the same place or having a particular characteristic in common. Compassion – Showing understanding and empathy towards others. Consequences – A result or effect of an action. Diversity – A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together. Empathy – Being able to understand how someone else is feeling. Environment – Everything that is around us which includes both living and non-living things.
		<mark>Lesson 2: Compassion towards others and anti-social behaviour</mark>	• How to show compassion for the environment, animals and other living things • The importance of protecting the environment and how everyday actions can either support it or damage it • Behaviour in a community	
		Lesson 3: Respecting laws and rules and resolving differences	• To express their own opinions about their responsibility towards the environment	
		<mark>Lesson 4: How information is online is targeted</mark>	• Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion or is biased • How to assess which search results are more reliable than others • To recognise unsafe or suspicious content online	

	Media, literacy and digital resilience		• How devices store and share information	Equality – Everyone has the same chances or the same treatment. Finance - How people act in managing their money. This includes earning, spending, saving and investing it. Influence – A thing or person that has the power to affect another. Law – A set of rules that people must follow from the government. Online content – Any material available on the world wide web. Prejudice – Judging someone or having an idea about them before you actually know anything about them. Respect – Accepting somebody for who they are, even when they're different from you or you don't agree with them. Social media – Websites and applications that enable uses to create and share content or to participate in social networking. Stereotype – A mistaken belief or idea many people have about a thing or a group that is based on their looks, which might be untrue or only slightly true. Trait – Your physical characteristics such as your hair or eye colour.
		Lesson 5: Different media types and their role and impact	• To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • That some media and online content promote stereotypes	
		Lesson 6: Spending too much time on social media	• To understand how social media can mislead or misrepresent reality • To recognise that people may be dishonest on social media • To understand ways that social media does add value to their lives and ways it does not. • The importance of being careful what you forward to others	
	Money and work	Lesson 7: Identifying job interests and aspirations	• To identify jobs that they might like to do in the future • About the role ambition can play in achieving a future career	
		Lesson 8: What influences career choices	• How or why someone might choose a certain career • About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • That there is a variety of routes into work e.g. college, apprenticeships, university, training	
		Lesson 9: Workplace stereotypes	• The importance of diversity and inclusion to promote people's career opportunities • About stereotyping in the workplace, its impact and how to challenge it • That there is a variety of routes into work e.g. college, apprenticeships, university, training	
		Lesson 10: The importance of finance in people's lives	• About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • About the role ambition can play in achieving a future career • That there is a variety of routes into work e.g. college, apprenticeships, university, training	

Summer – Health and Wellbeing	Physical health and mental wellbeing	Lesson 1: Healthy sleep habits and sun safety	• How sleep contributes to a healthy lifestyle • Healthy sleep strategies and how to maintain them • About the benefits of being outdoors and in the sun for physical and mental health • How to manage risk in relation to sun exposure, including skin damage and heat stroke	Allergy – When the body reacts to certain things such as pollen, animals, foods or insect bites. Bacteria – A small organism, some of which can cause infections and/or cause people to feel ill (though not all!) Consequence – Something that happens as a result of a particular action or condition. Decision – The act or result of making up one's mind. Dose – The amount of medicine to be taken at one time. This can follow a health professional's instructions or the instructions that come with over-the-counter medicines. Exposure – Having no protection from something harmful. Immune – Protected from an illness, either because a person has had the illness before or because they have received a vaccine. Infection – An illness caused by germs. Informed – Having or showing knowledge of a subject or situation. Legal drug – Substances such as caffeine or over-the-counter medication, these may have age-restrictions. Lifestyle – The way in which a person lives. Medicine – A drug or remedy that may be prescribed by a health professional or purchased over-the-counter. Mental – Relating to the mind. Physical – Relating to the body. Sleep deprived – Not getting enough or not getting any sleep. SPF – Sun Protection Factor. UV – Ultraviolet Light – a type of radiation that the Sun gives out that damages our skin. Vaccine – A medical preparation that protects a person from an illness by making them immune.
		Lesson 2: Medicines, vaccinations, immunisations and allergies	• How medicines can contribute to health and how allergies can be managed • That some diseases can be prevented by vaccinations and immunisations • That bacteria and viruses can affect health • How they can prevent the spread of bacteria and viruses with everyday hygiene routines • To recognise the shared responsibility of keeping a clean environment	
		Lesson 3: Making informed choices and the positive and negative effect	• To understand that choices can have positive, neutral and negatives consequences • To understand how to make informed choices	
	Growing and changing	Lesson 4: External genitalia	• How to identify external genitalia and reproductive organs	
		Lesson 5: Physical and emotional challenges in puberty	• About the physical and emotional changes during puberty • Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Strategies to manage the changes during puberty including menstruation	
		Lesson 6: Managing complex feelings and coping with change	• How to discuss the challenges of puberty with a trusted adult • How to get information, help and advice about puberty • Way to boost their mood and improve emotional wellbeing • About the link between participating in interests, hobbies and community groups and mental wellbeing	

		Lesson 7: Personal hygiene routines	• The importance of personal hygiene routine during puberty including washing regularly and using deodorant	Virus – A small particle that can cause infection and/or cause people to feel ill.
		<mark>Lesson 8: Personal identity and recognising individuality</mark>	• About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes and dislikes • How to recognise, respect and express their individuality and personal qualities.	
	Keeping safe	Lesson 9: Keep safe in different situations, including responding in emergencies and first aid	• To identify when situations are becoming risky, unsafe or an emergency • To identify occasions where they can help take responsibility for their own safety • To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour	
		Lesson 10: Strategies for managing personal safety Keep safe in different situations	• How to deal with common injuries using basic first aid techniques • How to respond in an emergency, including when and how to contact different emergency services	

Year 6

In addition to previous learning, pupils will learn to…

Term	Topic	Lesson	Students will learn…	Key Vocabulary

Autumn - Relationships	Families and friendships	Lesson 1: Attractions to others	• What it means to be attracted to someone and different kinds of loving relationships • That people who love each other can be of any gender, ethnicity or faith and everyone has the right to be loved • About the qualities of healthy relationships that help individuals flourish	Relationship: the way in which two people (a couple) or a group of people (such as friends or family) feel or behave towards each other. Loving relationship: when two people care for each other very much. Marriage: a civil or religious marriage ceremony that gives a couple legal rights and responsibilities. Civil partnership: a legal partnership that gives a couple the same legal rights as those of married couples. Cohabitation: a couple who live together and are not married. Gender: the socially constructed characteristics of women and men. Heterosexual: attracted to people of the opposite sex. Homosexual: attracted to people of the same sex. Same-sex couple: two people in a relationship who are the same gender. Bisexual: attracted to people of the opposite and the same sex. Adopted: a child has been legally taken by another family to be taken care of as their own Race: a group of people of common ancestry, distinguished from others by physical characteristics, such as hair type, colour of eyes and skin, stature, etc. Consent: when you give permission for something to happen or you give your agreement to do something. Autonomy: free from the control or influence of others. Personal boundary: the limits we set with other people which indicate what we find acceptable or unacceptable in their behaviour. Inappropriate touch: any form of touch that is unwanted or makes you feel uncomfortable.
		Lesson 2: Different types of relationships	• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart • What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • That people have the right to choose whom they marry or whether to get married	
	Healthy and safe relationships	Lesson 3: Maintaining relationships	• The features of a healthy friendship • The features of a healthy romantic relationship • What makes them healthy • Strategies to maintain the different types of relationships	
		Lesson 4: Recognising when a relationship is unhealthy	• To compare the features of a healthy and unhealthy friendship • To compare the features of a healthy and unhealthy romantic relationship • How to get advice and report concerns about personal safety, including online	
		Lesson 5: Consent in different situations and managing pressures	• What consent means and how to seek and give/not give permission in different situations • Strategies to respond to pressure from friends, including online • How to assess the risk of different online 'challenges' and 'dares' • How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong	
		Lesson 6: Acceptable and unacceptable physical touch	• To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • How to ask for, give and no give permission for physical contact • How it feels in a person's mind and body when they are uncomfortable	
		Lesson 7: Personal boundaries and the right to privacy	• That it is never someone's fault if they have experienced unacceptable contact • How to respond to unwanted or unacceptable physical contact • 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	

			• Whom to tell if they are concerned about unwanted physical contact	Privacy: someone's right to keep their personal matters and relationships secret if they choose to.
	Respecting ourselves and others	Lesson 8: Expressing opinions and respecting other points of views, including discussing topical issues	• About the link between values and behaviour and how to be a positive role model • How to discuss issues respectfully • How to listen to and respect other points of view • How to constructively challenge points of view they disagree with	Values: things that we believe are important to us in the way we live our lives. Role model: a person who someone admires and whose behaviour they try to copy. health and wellbeing: a state of complete physical, mental and social wellbeing Human rights: the basic rights and freedoms that belong to every person in the world, from birth until death
		Lesson 9: Discuss and debate health wellbeing issues, human rights, the rights of a child, cultural practices and British law	• Ways to participate effectively in discussions online and manage conflict or disagreements • To research, discuss and debate topical issues, problems and events are of concern to them and offer their recommendations.	Rights of a child: the right to health, education, family life, play and recreation, a good standard of living, and be protected from abuse and harm Fundamental British Values: democracy, the rule of law, individual liberty, mutual respect, tolerance of different beliefs Media: the main way of communicating to lots of people at the same time such as television, advertising, print media and social media (online).
		Lesson 10: Being critical of what is in the media and what they forward to others	• To explore and critique how the media present information, including social media. • To express opinions and participate effectively when offering constructive criticism.	
Spring – Living in the Wider World	**Belonging to a community**	Lesson 1: Valuing diversity	• Recognise and celebrate diversity in their community • Positive benefits of living in a diverse society and why it's important • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	Relationship: the way in which two people (a couple) or a group of people (such as friends or family) feel or behave towards each other. Loving relationship: when two people care for each other very much. Marriage: a civil or religious marriage ceremony that gives a couple legal rights and responsibilities.
		Lesson 2: Prejudice and discrimination	• Know what prejudice means • To differentiate between prejudice and discrimination • How to recognise acts of discrimination	

		==Lesson 3: Challenging discrimination==	• How to recognise acts of discrimination • Strategies to safely respond to and challenge discrimination	Civil partnership: a legal partnership that gives a couple the same legal rights as those of married couples. Cohabitation: a couple who live together and are not married. Sexuality / sexual orientation: a person's sexual orientation or preference. Heterosexual: attracted to people of the opposite sex. Homosexual: attracted to people of the same sex. Same-sex couple: two people in a relationship who are the same gender. Bisexual: attracted to people of the opposite and the same sex. Adopted: a child has been legally taken by another family to be taken care of as their own Race: a group of people of common ancestry, distinguished from others by physical characteristics, such as hair type, colour of eyes and skin, stature, etc. Consent: when you give permission for something to happen or you give your agreement to do something. Autonomy: free from the control or influence of others. Personal boundary: the limits we set with other people which indicate what we find acceptable or unacceptable in their behaviour. Inappropriate touch: any form of touch that is unwanted or makes you feel uncomfortable. Privacy: someone's right to keep their personal matters and relationships secret if they choose to. Values: things that we believe are important to us in the way we live our lives. Role model: a person who someone admires and whose behaviour they try to copy.
		==Lesson 4: Stereotypes==	• How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • How stereotypes are perpetuated and how to challenge this	
	Media, literacy and digital resilience	Lesson 5: Images in the media and reality and how this can affect how people feel	• Why people choose to communicate through social media and some of the risks and challenges of doing so • How online content can be designed to manipulate people's emotions and encourage them to read or share things	
		Lesson 6: Evaluating media sources	• How and why images online might be manipulated altered or faked • How to recognise when images might have been altered • That social media sites have age restrictions and regulations for use • The reasons why some media and online content is not appropriate for children	
		Lesson 7: Sharing things online	• About the benefits of safe internet use e.g. learning, connecting and communicating • How to recognise what is appropriate to share online • How to report inappropriate online content or contact • About sharing things online, including rules and laws relating to this	
	Money and work	Lesson 8: Influences and attitudes towards money	• About the role that money plays in people's lives, attitudes towards it and what influences decisions about money • About value for money and how to judge if something is value for money	
		Lesson 9: Impact of having or not having money	• How companies encourage customers to buy things and why it is important to be a critical consumer • How having or not having money can impact on a person's emotions, health and wellbeing	

		Lesson 10: Financial risks	• About common risks associated with money, including debt, fraud and gambling • How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • How to get help if they are concerned about gambling or financial risks	health and wellbeing: a state of complete physical, mental and social wellbeing Human rights: the basic rights and freedoms that belong to every person in the world, from birth until death Rights of a child: the right to health, education, family life, play and recreation, a good standard of living, and be protected from abuse and harm Fundamental British Values: democracy, the rule of law, individual liberty, mutual respect, tolerance of different beliefs Media: the main way of communicating to lots of people at the same time such as television, advertising, print media and social media (online).
Summer – Health and Wellbeing	**Physical health and mental wellbeing**	Lesson 1: What affects mental health and ways to take care of it	• That mental health is just as important as physical health and that both need looking after • To recognise that anyone can be affected by mental ill-health and that difficulties can be solved with help and support • How negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Positive strategies for managing feelings • That there are situations when someone may experience mixed or conflicting feelings • How feelings can often be helpful, whilst recognising that they sometimes need to be overcome • To recognise that if someone experiences feeling that are not so good (most or all of the time), help and support is available • Identify where they and others can ask for help and support with mental wellbeing in and outside school • The importance of asking for support from a trusted adult	Bereavement - The experience of losing someone. Consent- Agreement with what is done or suggested by another person. Drugs- Chemicals or substances that change the way our bodies work. Some drugs are harmful and others are helpful. Grief- The process of coping with the loss of someone who has died. Health- a person's mental or physical condition. Media- The main way of communicating to lots of people at the same time such as television, advertising, print media and social media (online) Mental Health- Our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Social Media - Forms of electronic communication (as web sites) through which people create online communities to share content (as information, personal messages, and videos)
		Lesson 2: Managing change, loss and bereavement	• About the changes that may occur in life, including death and how these can cause conflicting feelings • The changes can mean people experience feelings of loss or grief • About the process of grieving and how grief can be expressed • About strategies that can help someone cope with the feelings associated with change or loss • To identify how to ask for help and support with loss, grief or other aspects of change	

			• The importance of asking for support from a trusted adult	Personal network- The individuals we would go to if we needed help or support. Wellbeing- the state of mind of an individual.
		Lesson 3: Managing time online	• How balancing time online with other activities helps to maintain their health and wellbeing • Strategies to manage time spent online and foster positive habits e.g. switching phone off at night • What to do and whom to tell if they are frightened or worried about something they have seen online • The importance of asking for support from a trusted adult	
		Lesson 4: Regulations and choices And Keeping personal information safe (link to online)	• About the different age rating systems for social media, TV, films, games and online gaming • Why age restrictions are important and how they help people make safe decisions about what to watch, use or play • How to protect personal information online • To identify potential risks of personal information being misused • Strategies for dealing with requests for personal information or images of themselves • To identify types of images that are appropriate to share with others and those which might not be appropriate • 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 • What to do if they take, share or come across an image which may upset, hurt or embarrass them or others • How to report the misuse of person information or sharing of upsetting content/images online	
		Lesson 5: Increasing independence and managing transition	• To recognise some of the changes as they grow up e.g. increasing independence • About what being more independent might be like, including how it may feel • About the transition to secondary school and how this may affect their feelings	

			• About how relationships may change as they grow up or move to secondary school • Practical strategies that can help to manage times of change and transition e.g. practising the route to secondary school
	Growing and changing	Lesson 6: Recognising changes when growing up (Puberty recap)	• To understand their bodies and the changes they will experience at puberty • To respect and care for their own bodies • To exploring changing feelings at puberty
		Lesson 7: Sexual intercourse and human reproduction	• Identify the links between love, committed relationships and conception • What sexual intercourse is and how it can be one part of an intimate-relationship between consenting adults • Recognise what an adult is • Recognise other terms used for sexual intercourse • That pregnancy can be prevented with contraception • Human lifecycle
		Lesson 8: Human reproduction and birth	• How pregnancy occurs e.g. when a sperm meets an egg and the fertilised eggs settles into the lining of the womb How pregnancy occurs e.g. when a sperm meets an egg and the fertilised eggs settles into the lining of the womb • Giving birth to a baby
	Keeping safe	Lesson 9: Human life cycle and responsibilities	• Human lifecycle • About the responsibilities of being a parent or carer and how having a baby changes someone's life
Contextual addition	**Contextual addition**		• Year 6 children are offered the chance to complete a cycling proficiency course called 'Bikeability'. • Cyber safety – year 6 • Peer pressure – year 6 • Respect – year 6 • Knife Crime – year 6

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<u>Whole School Enrichments</u>
Firework and Halloween safety assembly – October
2 Johns – e-safety
Summer safety assembly – each year – whole school
1st aid training – year 6
Careers Day

Perryfields Junior School PSHE Ground Rules
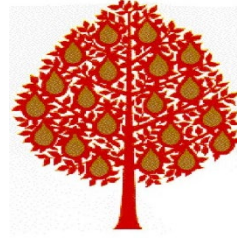
We respect what people say.

We listen to everyone.

We don't make assumptions.

We never ask each other personal questions or put anyone on the spot.

We don't judge anyone.

Everyone has the right to pass if they don't want to comment.

We understand that any concerns will be passed on or when an adult will deal with something.

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Perryfields Junior School KS2 RSE Terminology

Word	Definition	First mentioned in age appropriate year group
Friend	A person with whom one has a bond of mutual affection with	Year 3/4
Friendship	A relationship between friends	Year 3/4
Special	Better, greater or otherwise different from what is usual	Year 3/4
Close	Near to someone or something	Year 3/4
Caring	Displaying kindness and concern for others	Year 3/4
Valuable	A thing that is of great worth	Year 3/4
Different	Not the same another or each other	Year 3/4
Qualities	The standard of how good something is that is measured against other things.	Year 3/4
Important	Of great significance and value	Year 3/4
Bullying	Seeking to harm, intimidate or oppress someone	Year 3/4
Consent	Permission for something happen or an agreement to do something	Year 3/4
Confidentiality	Keeping something private or secret	Year 3/4
Rights	What you're entitled to	Year 3/4
Responsibilities	To do the things that you are expected to do and accept the consequences of your actions	Year 3/4
Diversity	A range of people with various racial, ethnic, socioeconomic and cultural backgrounds coexisting together	Year 4/5
Change	A process through which something becomes different	Year 3/4/5/6
Physical	Relating to the body	Year 3/4/5/6
Emotions	A strong feeling deriving from circumstances, mood or relationships	Year 3/4/5/6

Feelings	An emotional state or reaction.	Year 3/4/5/6
Future	Time to come	Year 3/4/5/6
Consent	When you give permission for something to happen or you give your agreement to do something	Year 3/4/5/6
Autonomy	Free from the control or influence of others	Year 3/4/5/6
Personal boundary	The limits we set with other people which indicate what we find acceptable or unacceptable in their behaviour.	Year 3/4/5/6
Adopted	A child has been legally taken by another family to be taken care of as their own	Year 3/4/5/6
Inappropriate touch	Any form of touch that is unwanted or makes you feel uncomfortable.	Year 3/4/5/6
Privacy	Someone's right to keep their personal matters and relationships secret if they choose to.	Year 3/4/5/6
Values	Things that we believe are important to us in the way we live our lives.	Year 3/4/5/6
Role model	A person who someone admires and whose behaviour they try to copy	Year 3/4/5/6
Health and wellbeing	A state of complete physical, mental and social wellbeing	Year 3/4/5/6
Human rights	The basic rights and freedoms that belong to every person in the world, from birth until death	Year 3/4/5/6
Rights of a child	The right to health, education, family life, play and recreation, a good standard of living, and be protected from abuse and harm	Year 3/4/5/6
Fundamental British Values	Democracy, the rule of law, individual liberty, mutual respect, tolerance of different beliefs	Year 3/4/5/6
Media	The main way of communicating to lots of people at the same time such as television, advertising,	Year 3/4/5/6

	print media and social media (online)	
Stereotype	A mistaken belief or idea many people have about a thing or a group that is based on their looks, which might be untrue or only slightly true	Year 3/4/5/6
Discrimination	The unfair treatment of one particular person or a group of people	Year 3/4/5/6
Grow	Undergo natural development of increasing in size and changing physically	Year 4/5/6
Child	A young human below the age of puberty.	Year 4/5/6
Teenager	A person aged between 13 and 19 years old.	Year 4/5/6
Adult	A person who is fully grown or developed	Year 4/5/6
Inclusion	Being included or making to be part of something	Year 4/5
Personal hygiene	Maintaining cleanliness and grooming of the body	Year 4/5
Puberty	The period during which a person reaches sexual maturity and becomes capable of reproduction	Year 5/6
Mature	Full developed physically and full grown.	Year 5/6
Bodies	The physical structure, including the bones, flesh and organs of a person or animal.	Year 5/6
Adam's apple	A projection at the front of the neck from by thyroid cartilage of the larynx, often prominent in men.	Year 5/6
Private parts	The external sexual and reproductive organs of both females and males: the vagina, labia and clitoris of a female and the penis and scrotum of a male.	Year 5/6
Pubic hair	Hair that grows above the genitals. It usually appears during puberty.	Year 5/6

Genitals	These parts are called private parts. The external sexual and reproductive organs of both females and males: the vagina, labia and clitoris of a female and the penis and scrotum of a male.	Year 5/6
Vagina	A stretchy muscular tube inside the female body that extends the vulva to the cervix.	Year 5/6
Vulva	The external (outside) part of a female's genital parts.	Year 5/6
Urethra	A tube that connects the bladder to an opening	Year 5/6
Clitoris	A small, sensitive part of the female genitals at the front end of the vulva.	Year 5/6
Cervix	The lower part of the uterus that connects to the vagina. Sometimes it is known as the neck of the womb.	Year 5/6
Menstruation	It is often called a period. When the blood and tissue lining of a uterus sheds and comes out of the vagina, usually once every month.	Year 5/6
Breasts	Two soft organs on the upper front of a woman's body which produce milk after childbirth.	Year 5/6
Penis	A male organ made of spongy tissue between a male's legs. It fills with blood during sexual excitement and becomes hard. Urine and semen pass through the penis through a tube called the urethra.	Year 5/6
Testicles	Two plum shaped balls in a squishy bag (scrotum) behind the penis. It is the gland in which sperm and hormone testosterone are produced.	Year 5/6
Semen	The whitish, sticky fluid that is released from a penis during ejaculation. One teaspoon of	Year 5/6

	semen can contain 300 million sperm.	
Erection	An erection is when a penis is hard because it fills with blood. Erections happen more regularly during puberty.	Year 5/6
Ejaculation	The release of semen, which contains sperm, from the tip of the penis during orgasm.	Year 5/6
Orgasm	A strong pleasurable sensation that can occur at the climax of sexual excitement.	Year 5/6
Wet dreams	The release of semen from a male's penis while he is sleeping, most commonly during puberty.	Year 5/6
Ovulation	The release of an ovum (egg) from an ovary each month.	Year 5/6
Ovary	An organ in a female's body that produces, stores and, once a month, releases ova (eggs). Females are usually born with two ovaries. Ovaries also produce hormones, including progesterone, oestrogen and testosterone.	Year 5/6
Harassment	To annoy persistently and create an unpleasant situation by unwelcome verbal or physical conduct	Year 5/6
Prejudice	Judging someone or having an idea about them before you actually know anything about them	Year 5/6
Racism	Hatred based on race and belief that certain races are superior to others	Year 5/6
Sexism	Unfair treatment based on someone's gender	Year 5/6
Homophobia	Irrational fear and unfair treatment due to someone's sexual orientation	Year 5/6
Sexual intercourse	When a penis is inserted into a vagina. Sexual intercourse can also mean other ways of exploring	Year 6

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	each other's bodies which could be between two men, two women or a man and a woman.	
Fertilisation	The joining of the egg and a sperm	Year 6
Pregnancy	Having a child or young develop in the uterus	Year 6
Uterus	The organ in the lower body of a woman or female mammal where offspring are conceived and in which they grow before birth. It is also known as the womb.	Year 6
Contraception	Ways to prevent pregnancy	Year 6
Relationship	The way in which two people (a couple) or a group of people (such as friends or family) feel or behave towards each other.	Year 6
Loving relationship	When two people care for each other very much. People who love each other can be of any gender, ethnicity or faith.	Year 6
Marriage	A civil or religious marriage ceremony that gives a couple legal rights and responsibilities.	Year 6
Civil partnership	A legal partnership that gives a couple the same legal rights as those of married couples.	Year 6
Cohabitation	a couple who live together and are not married.	Year 6
Sex	The biological difference between males and females.	Year 6
Sexuality / sexual orientation	A person's sexual orientation or preference.	Year 6
Gender	The socially constructed characteristics of women and men.	Year 6
Heterosexual	Attracted to people of the opposite sex.	Year 6
Homosexual	Attracted to people of the same sex.	Year 6
Gay	A man attracted to another man.	Year 6

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Lesbian	a woman attracted to another woman.	Year 6
Same-sex couple	Two people in a relationship who are the same gender.	Year 6
Bisexual	Attracted to people of the opposite and the same sex.	Year 6
Transgender	A person who identifies as a gender that is different to their birth sex.	Year 6
Race	A group of people of common ancestry, distinguished from others by physical characteristics, such as hair type, colour of eyes and skin, stature, etc.	Year 5/Year 6
Hate Crime	A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender	Year 3/4/5/6
Hate Incident	A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender	Year 3/4/5/6