

**Relationships and Health Education Policy
(DRAFT- Currently under Consultation)**

Primary

September 2020

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| Published date: September 2020 | Next review deadline: September 2022 | Statutory | Executive Lead at ATT: Amy Bills |
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| Associated Documents & Links to: | |
| <ul style="list-style-type: none"> • Safeguarding and Child Protection Policy • Behaviour Policy • Whistleblowing policy • Data protection policy • E-safety Policy • Anti-Bullying Policy | <p>Statutory DfE guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <ul style="list-style-type: none"> • PHSE & Science Curriculum • Safeguarding curriculum • Visitors Policy |

Approved by the Standards and Outcomes Committee of the Trust Board, June 2020



Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

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Appendix 1: Curriculum map by year group

Appendix 2: By the end of secondary school pupils should know

1. Aims

The aims of Relationships and health education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

3. Statutory requirements

As a primary academy school we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching relationships and health education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Caldmore Primary Academy we teach relationships and health education as set out in this policy.

4. Policy development

This policy is currently under consultation with staff, pupils and parents. The consultation and policy development process will involve the following steps:

- 1. Review – the DSL/Principal – H Mitchell/ PD Lead – T Kempson/ L Bradley Science Lead will pull together all relevant information including relevant national and local guidance.
- 2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations through Inset day training – September 2020.
- 3. Parent/stakeholder consultation – parents and any interested parties will be sent a letter with a link to the draft policy on the website asking for their feedback electronically at Postbox@caldmore.attrust.org.uk in September 2020. Parents wishing to discuss the policy further will be invited to attend a virtual meeting about the policy.
- 4. Pupil consultation – we will investigate what exactly pupils want from their relationships and health education by holding class assemblies and recording pupils feedback. In September each class will receive a Q&A session in-class with their class teacher.
- 5. Pupil reflection – we will ask pupils for feedback on the relationships and health education sessions/units once they have been completed during the academic year and use

this feedback to further inform future sessions. We will do this by pupil voice and questionnaire.

- 6. Ratification – once amendments are made, the policy will be shared with governors and ratified.

5. Definition

Relationships and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

Relationships and health education involves a combination of sharing information and exploring issues and values.

Relationships and health education is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our pupils and our community or issues that are highlighted nationally.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online or their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teacher can.

Primary sex education is not compulsory in primary schools

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Parents and carers do have the right to withdraw their child from all or part of the Sex Education program within our academy, other than the aspects which are part of the Science curriculum and therefore compulsory (please see appendix 1).

7. Delivery of relationships and health education

Relationships and health education is taught within the personal, social, health and economic (PSHE/Jigsaw) education curriculum. Biological aspects of relationships and health education are taught within the science curriculum, and other aspects are included in religious education (RE)

Relationships and health education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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

8. Roles and responsibilities

The local academy committee (LAC)

The LAC will monitor the implementation of this policy on behalf of Trustees, whose responsibility it is to approve.

The Principal

The principal is responsible for ensuring that Relationships and health education is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationships and health education (see section 9).

Staff

Staff are responsible for:

- Delivering Relationships and health education in a sensitive way
- Modelling positive attitudes to Relationships and health education
- Monitoring progress
- Responding to the needs of individual pupils
- Supporting the review and reflection process for pupil feedback after taught sessions/units.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Relationships and health education
- Make pupils aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know they should talk to a trusted member of staff about it.

Staff do not have the right to opt out of teaching Relationships and health education. Staff who have concerns about teaching Relationships and health education are encouraged to discuss this with the Principal.

All teachers and HLTAs within the Academy are responsible for the teaching of the Relationships and health education.

Pupils

Pupils are expected to engage fully in Relationships and health education and, when discussing issues related to RSE, treat others with respect and sensitivity. Failure to behave appropriately will be dealt with in accordance to the Behavior Policy.

If gaining a wider awareness of positive relationships versus negative relationships causes any concern to any pupil about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance to the safeguarding policy.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within Relationships and health education.

Requests for withdrawal should be put in writing setting out clear rationale for withdrawing their child in line with the governments statutory guidance.

Alternative work will be given to pupils who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.

10. Training

Staff are trained on the delivery of Relationships and health education and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships and health education in line with the academy's Visitors Policy.

11. Monitoring arrangements

The delivery of Relationships and health education is monitored by the T. Kempson (Personal Development Lead) through: planning scrutinies, learning walks, book trawls, pupil voice, staff INSETs and surveys etc.

Pupils' development in Relationships and health education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by H Mitchell (Principal) and T. Kempson (PD Lead) bi-annually or sooner if as a result of pupil feedback, consultation feedback or a change in guidance from the DfE. At every review, the policy will be approved by the LAC.

Appendix 1: Curriculum map

Relationships and health education Curriculum Map

Relationships and health education (RHE) Curriculum Map

Copies of resources listed on this document are available to parents, upon request, from their child's class teacher.

You will find coverage for:

1. Nursery
2. Reception
3. Year 1
4. Year 2
5. Year 3
6. Year 4
7. Year 5
8. Year 6

RHE Theme

Main focus

PHYSICAL HEALTH AND MENTAL WELLBEING (PHYSICALLY AND MENTALLY HEALTHY)
Understanding the difference between being healthy and unhealthy (L1 - healthy me)

Objective being taught

Lesson (L) and topic from
the Jigsaw PHSE scheme

Emotional literacy/social skills = how the lessons are contributing to the personal development of our children

NON-STATUTORY = You are able to withdraw your child from this lesson/s

SCIENCE = statutory science lessons – you are not able to withdraw your child from this lesson/s

| Nursery | | | |
|----------------|---|--|--|
| Term | DfE Theme & Focus | Topic/Objective Details <i>(including lesson and topic in Jigsaw scheme)</i> | Resources <i>(available upon request)</i> |
| Autumn 2 | Relationships Focus: Celebrating difference | <ul style="list-style-type: none"> • Celebrating what we are good at and feeling proud (L1 - celebrating difference) • Understanding why we are special/unique (L2 - celebrating difference) <ul style="list-style-type: none"> • Knowing that all families are different (L3 - celebrating difference) • Exploring different houses and homes (L4 - celebrating difference) <ul style="list-style-type: none"> • Making friends (L5 - celebrating difference) • Using my words to stand up for myself (L6 - celebrating difference) | <ul style="list-style-type: none"> • Book: "Naked Trevor" by Rebecca Elliot • Book: "Barry the Fish with Fingers" by Sue Henra • Book: "It's OK to be different" by Todd Parr • Book: "The Family Book" by Todd Parr <ul style="list-style-type: none"> • Photos of different houses • Book: "Forget me not, beautiful buttercup" by Michael Broad • Book: "The Dog and the Dolphin" by Jams Dworkin |
| Spring 2 | Physical health and mental wellbeing Focus: keeping healthy | <ul style="list-style-type: none"> • Naming our body parts (L1 – healthy me) • Understanding the importance of being active (L1 – healthy me) <ul style="list-style-type: none"> • Exploring ways to keep healthy (L2 – healthy me) • Knowing that some foods are healthier than others (L3 – healthy me) <ul style="list-style-type: none"> • Understanding the importance of sleep (L4 – healthy me) <ul style="list-style-type: none"> • Exploring ways to keep clean (L5 – healthy me) <ul style="list-style-type: none"> • Stranger danger (L6 – healthy me) | <ul style="list-style-type: none"> • Assortment of healthy foods (making a sandwich) <ul style="list-style-type: none"> • In the Night Garden clip • Cleaning equipment (e.g. soap, towel etc...) • CBeebies: Red Riding Hood Clip • Book: "Never talk to strangers" by Irma Joyce |
| Summer 1 | Relationships Focus: Families and friendships | <ul style="list-style-type: none"> • Describing families (L1 – relationships) <ul style="list-style-type: none"> • Making friends (L2 – relationships) • Being positive about each other (L3 – relationships) • Knowing how to deal with unkindness (L4 – relationships) • Managing feelings through 'Calm me' time (L5 – relationships) • Working together and enjoying being with others (L6 – relationships) | <ul style="list-style-type: none"> • Book: 'Frank and Teddy Make Friends' by Louise Yates <ul style="list-style-type: none"> • Photos of families • Angry photos |
| Summer 2 | Physical health and mental well-being | <ul style="list-style-type: none"> • Naming parts of our bodies (L1 – changing me) • Exploring ways to be healthy (L2 - changing me) • Growing from babies to adults (L3 - changing me) • Knowing that we grow and change (L4 - changing me) | <ul style="list-style-type: none"> • Pictures of body parts • Pictures of food items • Book: "I wonder why kangaroos have pouches" by Jenny Wood |

| | Focus: Changing bodies (including adolescent) | <ul style="list-style-type: none"> Expressing feelings about moving to School from nursery (L5 - changing me) <ul style="list-style-type: none"> Reflecting on our time in Nursery (L6 - changing me) | <ul style="list-style-type: none"> Book: "The Very Hungry Caterpillar" by Eric Carle Pictures ranging from baby to toddler |
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| Reception | | | |
| Term | DfE Theme & Focus | Topic/Objective Details <i>(including lesson and topic in Jigsaw scheme)</i> | Resources <i>(available upon request)</i> |
| Autumn 2 | Relationships Focus: celebrating difference | <ul style="list-style-type: none"> Celebrating what we are good at and understanding that everyone is good at different things (L1 – celebrating difference) Understanding why we are special/unique (L2 - celebrating difference) <ul style="list-style-type: none"> Exploring similarities and differences (L3 - celebrating difference) Considering why our home is special to us (L4 - celebrating difference) <ul style="list-style-type: none"> Explaining how to be a kind friend (L5 - celebrating difference) Using my words to stand up for myself (L6 - celebrating difference) | <ul style="list-style-type: none"> Book: "Naked Trevor" by Rebecca Elliot Book: "Barry the Fish with Fingers" by Sue Henra Book: "The Hueys in the New Jumper" by Oliver Jeffers Book: "Forget me not, beautiful buttercup" by Michael Broad Book: "The Dog and the Dolphin" by Jams Dworkin |
| Spring 2 | Physical health and mental wellbeing Focus: keeping healthy | <ul style="list-style-type: none"> Understanding the importance of exercise (L1 – healthy me) Understanding why moving and resting are both good (L2 – healthy me) <ul style="list-style-type: none"> Making healthy eating choices (L3 – healthy me) Understanding the importance of sleep (L4 – healthy me) <ul style="list-style-type: none"> Exploring ways to keep clean (L5- healthy me) <ul style="list-style-type: none"> Stranger danger (L6 – healthy me) | <ul style="list-style-type: none"> Pictures of active play/sports Assortment of healthy/less healthy foods Cleaning equipment (e.g. soap, towel etc...) Book: "Not everyone is nice" by Ann Tedesco <ul style="list-style-type: none"> Little Red Riding Hood Story |
| Summer 1 | Relationships Focus: Families and friendships | <ul style="list-style-type: none"> Identifying different jobs within families (L1 – relationships) <ul style="list-style-type: none"> Making friends (L2 - relationships) <ul style="list-style-type: none"> Knowing how to solve problems (L3 - relationships) Understanding the impact of unkind words (L4 - relationships) Managing feelings through 'Calm me' time (L5 - relationships) <ul style="list-style-type: none"> Understanding how to be a good friend (L6 - relationships) | <ul style="list-style-type: none"> Photos of families Lonely child photo Book: 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall <ul style="list-style-type: none"> Positive/negative phrases Video clips of tantrums You've Got A Friend In Me' by Randy Newman (Toy Story song) <ul style="list-style-type: none"> 'True Friends' song by Miley Cyrus 'That's what friends are for' (Fox and Hounds song) |

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| Summer 2 | Physical health and mental well-being Focus: Changing bodies (including adolescent) | <ul style="list-style-type: none"> Naming parts of our bodies (L1 – changing me) Exploring ways to be healthy (L2 - changing me) Growing from babies to adults (L3 - changing me) Sharing feelings about moving to year 1 (L4 - changing me) Sharing worries and/or things we are looking forward to about year 1 (L5 - changing me) Reflecting on our time in Reception (L6 - changing me) | <ul style="list-style-type: none"> Pictures of friends from TV/movies Book: “Look inside your body” by Louie Stowell <ul style="list-style-type: none"> Labels of body parts Pictures of food items Book: “Tell me what it’s like to be big” by Joyce Dunbar Picture cards – stages of development Book: “The huge bag of worries” by Virginia Ironside |
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| Year 1 | | | | |
|-------------------|---|--|----------------------------------|---|
| Term | DfE Theme & Focus | Topic/Objective Details (including lesson in Jigsaw scheme) | Jigsaw topic / Lesson (L) number | Resources (available upon request) |
| Autumn – HBHM Day | Physical health and mental wellbeing Focus: keeping healthy | <ul style="list-style-type: none"> Understanding the difference between being healthy and unhealthy (lesson 1) <ul style="list-style-type: none"> Making healthy lifestyle choices (lesson 2) Keeping myself clean and healthy (lesson 3*) Understanding how germs can cause disease/illness (lesson 3*) Understanding how to keep our bodies safe and healthy at different times of the day (lesson 6) <i>*excluding household items part</i> <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Make healthier choices independently Explore the emotions associated to making healthy choices | Healthy me | <ul style="list-style-type: none"> Powerpoint slides (inc. Eatwell plate) Healthy balance sum sheet Toiletry items (inc. shampoo, soap etc..) Keeping clean and healthy timeline template |
| Spring – HBHM Day | Physical health and mental wellbeing | <ul style="list-style-type: none"> Identifying potentially harmful household products (lesson 3) <ul style="list-style-type: none"> Understanding the safe use of medicines (lesson 4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> | Healthy me | <ul style="list-style-type: none"> Variety of bathroom and kitchen cleaning products Pictures of household products |

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| | Focus: Alcohol and Dangerous Substances | <ul style="list-style-type: none"> • Know how to help themselves when poorly • Know how to keep themselves safe | | <ul style="list-style-type: none"> • Healthy or unhealthy picture cards |
| Summer – HBHM Day | Physical health and mental well-being Focus: Changing bodies (including adolescent) | <ul style="list-style-type: none"> • Describing how our bodies have changes since a baby (lesson 3) • NON-STATUTORY - Identifying the parts of the body using scientific names: penis, testicles, vagina (lesson 4) • Discussing changes and the emotions associated with them (lesson 6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • Understand that growing up is natural and everyone grows at different rates <ul style="list-style-type: none"> • Respect their bodies • Understand that some body parts are private <ul style="list-style-type: none"> • Learn ways to cope with changes | Changing me | <ul style="list-style-type: none"> • Baby photos (bought in from home) <ul style="list-style-type: none"> • Body parts cards • Body parts powerpoint • Book: 'Moving Molly' by Shirley Hughes <ul style="list-style-type: none"> • |
| Summer 1 (PSHE Topic) | Relationships Focus: Families and friendships | <ul style="list-style-type: none"> • Identifying different types of families (lesson 1) • Considering what makes a good friend (lesson 2) <ul style="list-style-type: none"> • Learning how to greet others (lesson 3) • Support within school – ensuring children know who can help them (lesson 4) <ul style="list-style-type: none"> • Describing qualities of individuals (lesson 5) • Appreciating people who are special to them (lesson 6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • Consider how it feels to belong to a family <ul style="list-style-type: none"> • Learn how to make new friends • Discuss which forms of physical contact are appropriate and acceptable <ul style="list-style-type: none"> • Learn to ask for help when needed • Explore ways to praise themselves • Express feelings towards others | Relationships | <ul style="list-style-type: none"> • Book: 'The Family Book' by Todd Parr • Book: 'For Every Child - the rights of the child in words and pictures', UNICEF (ISBN 0-8037-2650-3) • YouTube clip from Toy Story - 'You've got a friend' (https://www.youtube.com/watch?v=gwV512u4jCU) • "A good friend should be..." cards • Book: "Hug" by Jez Alborough |
| Anti-bullying week | Relationships Focus: Bullying | <ul style="list-style-type: none"> • Understanding and explaining what bullying is (lesson 3) • Understanding what to do about bullying (lesson 4) | | <ul style="list-style-type: none"> • Bully pictures |

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| | | <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Understand how being bullied may feel know how to support those being bullied | Celebrating Differences | <ul style="list-style-type: none"> Bullying pictures |
| | <p>Physical health and mental wellbeing</p> <p>Focus: Lifecycles</p> | <ul style="list-style-type: none"> NON-STATUTORY - Understand the lifecycles of animals/humans (lesson 1) | Changing me | <ul style="list-style-type: none"> Life cycle cards |
| | <p>Physical health and mental wellbeing</p> <p>Focus: Changes</p> | <ul style="list-style-type: none"> Understand that some things change and some stay the same (lesson 2) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Understand, accept and normalise changes that happen as we grow. | Changing me | |
| | <p>Road Safety</p> | <ul style="list-style-type: none"> Learn how to keep safe when crossing the road (Lesson 5) Understand who can help us stay safe (Lesson 5) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Recognise when they feel frightened Know who to ask for help when needed | Healthy Me | <ul style="list-style-type: none"> Powerpoint: learn the green cross code |
| | <p>Relationships</p> <p>Focus: Similarities and Differences</p> | <ul style="list-style-type: none"> Identifying similarities between people (Lesson 1) Identifying differences between people (Lesson 2) Celebrating differences and celebrating ourselves (Lesson 6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Recognise similarities and differences between themselves and others <ul style="list-style-type: none"> Understand that differences make us special and unique Understand how it feels to make a new friend | Celebrating Differences | <ul style="list-style-type: none"> Spot the similarities pictures <ul style="list-style-type: none"> Picture cards Spot the differences pictures Book: 'Frog and Toad are Friends' by Arnold Lobel |
| | <p>Relationships</p> <p>Focus: Making Friends</p> | <ul style="list-style-type: none"> Exploring ways to make new friends (lesson 5) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Understand how it feels to make a new friend | Celebrating Differences | <ul style="list-style-type: none"> Friendship tokens |
| | <p>COMPULSORY SCIENCE TOPIC</p> | <p>This is covered as part of Year 1's Creative Curriculum Topic " " (TBC).</p> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |

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| | Focus: Body parts | <ul style="list-style-type: none"> Identify, name, draw and label basic parts of the human body Understand which part of the body is associated with each sense | | |
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| Year 2 | | | | |
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| Term | DfE Theme & Focus | Topic/Objective Details (including lesson number in Jigsaw scheme) | Jigsaw topic | Resources (available upon request) |
| Autumn – HBHM Day | Physical health and mental wellbeing Focus: keeping healthy | <ul style="list-style-type: none"> Understanding how to keep our bodies healthy (L1) <ul style="list-style-type: none"> Sorting foods into food groups (L4) Understanding which foods keep us healthy (L4) Understanding which foods give us energy (L5) <ul style="list-style-type: none"> Becoming aware of healthy snacks (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Make healthy lifestyle choices Recognise weak and strong feelings Identify foods they enjoy <ul style="list-style-type: none"> Choose foods which are nutritious and healthy for their body | Healthy me | <ul style="list-style-type: none"> Help jigsaw Jo sheet Powerpoint slides: Relaxing Eatwell plate powerpoint <ul style="list-style-type: none"> Blank eatwell plate Eatwell food cards Composite food pictures Foods from food groups powerpoint Healthy snack recipe cards |
| Spring – HBHM Day | Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances | <ul style="list-style-type: none"> Understanding how medicines work in our bodies (L3) <ul style="list-style-type: none"> Knowing how to use medicines safely (L3) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Feel positive about caring for their body and keeping it healthy | Healthy me | <ul style="list-style-type: none"> Book: 'Poor Monty' by Anne Fine <ul style="list-style-type: none"> Template of the body |
| Summer – HBHM Day | Physical health and mental well-being Focus: Changing bodies | <p style="text-align: center;">ALL LESSONS NON-STATUTORY</p> <ul style="list-style-type: none"> Recognising the physical differences between boys and girls (L4) Name parts of the body using scientific names: penis, testicles, vagina (L4) <ul style="list-style-type: none"> Appreciate that some parts of our bodies are private (L4) Discuss and understand different types of touch (L5) | Changing me | <ul style="list-style-type: none"> Body parts cards Body parts powerpoint Laundry-type basket with girls' and boys' clothes including underwear and swimsuits |

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| | (including adolescent) | <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • Be aware of the private parts of the body • Be confident to say what they do and don't like • Know when they need to ask for help/speak to an adult | | <ul style="list-style-type: none"> • Book: 'Hug' by Jez Alborough |
| Summer 1 (PSHE Topic) | <p>Relationships Focus: Families and friendships</p> | <ul style="list-style-type: none"> • Understanding relationships within families (L1) • Exploring physical contact and ways to stay safe (L2) • Identifying issues which can cause conflict (L3) • Understanding when it is good to keep secrets (L4) • Recognising people who are helpful in our lives (L5) <ul style="list-style-type: none"> • Celebrating special relationships (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • Explore different types of families • Learn which types of physical contact are appropriate for individuals <ul style="list-style-type: none"> • Explore the best ways to resolve conflict • Discuss what to do when told secrets they want to talk about <ul style="list-style-type: none"> • Understand how it feels to trust someone • Learn to accept appreciation from others | Relationships | <ul style="list-style-type: none"> • Book: 'Who's in a family?' by Robert Skutch, • Book: 'The Great Big Book of Families' by Mary Hoffman and Ros Asquith • Book: 'Hugless Douglas' by David Melling • 'I thought you were my friend' resource sheet • 'Mending Friendships' chart • 'Mending Friendships' resource sheet • Poem: 'I Have a Secret' by E J Thornton • Book: 'Don't Tell Lies, Lucy!' by Phil Roxbee Cox |
| Anti-bullying week | <p>Relationships Focus: Bullying</p> | <ul style="list-style-type: none"> • Understanding that bullying is sometimes about difference (L3) <ul style="list-style-type: none"> • Recognising right from wrong (L4) • Learning how to look after ourselves (L4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • Understand how being bullied may feel • know how to support those being bullied • know how to get help if they're being bullied | Celebrating differences | <ul style="list-style-type: none"> • Scenario cards • Facts about bullying powerpoint |
| | <p>Physical health and mental wellbeing</p> | <ul style="list-style-type: none"> • Recognising life cycles in nature (L1) | Changing me | <ul style="list-style-type: none"> • BBC learning clip: 2250 (An introduction to life cycles) |

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| | Focus: Lifecycles | | | |
| | Physical health and mental wellbeing Focus: Growing up | <ul style="list-style-type: none"> Exploring the natural process of growing from young to old (L2) Recognising how our bodies have changed since being a baby (L3) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore feelings associated with changes out of our control <ul style="list-style-type: none"> Respect those who are older than them Feel proud about becoming more independent | Changing me | <ul style="list-style-type: none"> Powerpoint: young to old Book: 'My Grandpa is Amazing' by Nick Butterworth Book: 'Titch' by Pat Hutchins |
| | Relationships Focus: Stereotypes | <ul style="list-style-type: none"> Exploring the idea of stereotypes (L1 & 2) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Spot similarities between boys and girls Understand that it is okay that, in some ways, boys and girls are different | Celebrating differences | <ul style="list-style-type: none"> Book: 'Dulcie Dando' by Sue Stop and Debi Gliori <ul style="list-style-type: none"> Photo cards of children <ul style="list-style-type: none"> Description cards Book: 'Bill's New Frock' by Anne Fine |
| | Relationships Focus: Making Friends | <ul style="list-style-type: none"> Exploring ways to make new friends (L5) Celebrating differences, ourselves and friendships (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Recognise similarities and differences between themselves and others <ul style="list-style-type: none"> Understand how it feels to make a new friend | Celebrating differences | <ul style="list-style-type: none"> Picture book: 'Willy and Hugh' by Anthony Browne |
| | COMPULSORY SCIENCE TOPIC Focus: Reproduction & Growth | <p>This is covered as part of Year 2's creative curriculum topic "Wriggle and Crawl"</p> <ul style="list-style-type: none"> Understand that all animals, including humans, have offspring (reproduction) which grows into adults. Recognise growth and reproduction in animals (including humans) – <i>please note: children will not be taught how reproduction occurs</i> | N/A | |

| Year 3 | | | | |
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| Term | DfE Theme & Focus | Topic/Objective Details (including lesson number in Jigsaw scheme) | Jigsaw topic | Resources (available upon request) |
| Autumn – HBHM Day | Physical health and mental wellbeing Focus: keeping healthy | <ul style="list-style-type: none"> Understanding how exercise affects our bodies (L1 & 2) Knowing why the heart and lungs are so important (L1 & 2) Knowing why it is important to take care of our bodies (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore emotions associated with exercising Set themselves a fitness challenge Respect their bodies and appreciate what it does for them | Healthy me | <ul style="list-style-type: none"> www.youtube.com/watch?v=gxUNxvsG7lc www.youtube.com/watch?v=SejXhR6kEvg Powerpoint: Children’s activity Youtube: clips of the Olympic and Paralympic games Powerpoint: My amazing body |
| Spring – HBHM Day | Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances | <ul style="list-style-type: none"> Becoming aware of different types of drugs (L3) Identifying potentially harmful household products (L5) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore feelings surrounding the use of drugs Take responsibility for keeping themselves and others safe at home | Healthy me | <ul style="list-style-type: none"> Powerpoint: Are these drugs or not? Empty bottles of substances Powerpoint: Hazard symbols Pictures of home items |
| Summer – HBHM Day | Physical health and mental well-being Focus: Changing bodies (including adolescent) | <p style="text-align: center;">NON-STATUTORY</p> <ul style="list-style-type: none"> Understanding why boys’ and girls’ bodies need to change when they grow up (L3) Identifying how boys’ and girls’ bodies change on the outside during puberty (L3) Identifying how boys’ and girls’ bodies change on the inside during puberty, and why these changes are necessary (L4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Explore feelings associated with body changes Cope with any negative feelings | Changing me | <ul style="list-style-type: none"> Set of body change cards Powerpoint: body changes Powerpoint: changes on the inside Animations: male and female reproductive systems ‘The Great Growing Up Adventure’ sheet |

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| <p>Summer 1 (PSHE Topic)</p> | <p>Relationships Focus: Families and friendships</p> | <ul style="list-style-type: none"> • Understanding relationships within families (L1) <ul style="list-style-type: none"> • Identifying skills of friendship (L2) • Learning and using strategies needed for safety (L3) • Exploring the actions of Citizens around the globe (L4) • Recognising that everyone's lives are different (comparing rights around the world) (L5) <ul style="list-style-type: none"> • Expressing appreciation (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • Learn how to take responsibility within families • Explore the best ways to resolve conflict <ul style="list-style-type: none"> • Learn to seek help when worried • Show awareness of global citizens • Learn to show empathy towards others • Enjoy being part of family and friendship groups | <p>Relationships</p> | <ul style="list-style-type: none"> • Male /female Jobs PowerPoint <ul style="list-style-type: none"> • Sets of the 'Whose Responsibility?' cards • 'Solve it together' technique • Mending friendships resource sheet • Friendship conflict scenarios • http://www.homesafetygame.com/pdf/KAS1.pdf • http://www.homesafetygame.com/pdf/BAS1.pdf • Fairtrade items (e.g. chocolate, coffee...) • Book: 'The World Came to My Place Today' by Readman and Roberts • Powerpoint: Work in other countries <ul style="list-style-type: none"> • 'Wants and needs' cards • PowerPoint: Children around the world • Oxfam materials 'Change the World in Eight Steps' • Millenium Development goals http://www.oxfam.org.uk/education/resources/change-the-world-in-eightsteps <ul style="list-style-type: none"> • Unicef website: http://www.unicef.org/crc/, • PowerPoint slide 'Articles from UNCRC' |
| <p>Anti-bullying week</p> | <p>Relationships Focus: Bullying</p> | <ul style="list-style-type: none"> • Understanding what it means to be a witness bullying (L3) • Exploring the role of a witness within a bullying incident (L4) • Recognising that some words are used in hurtful ways (L5) | | <ul style="list-style-type: none"> • BBC Learning clip: 10416 (From bully to best friend) • Bullying story resource |

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| | | <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Support and help those who are bullied • Problem-solve in a bullying situation <ul style="list-style-type: none"> • Explore emotions associated with hurtful words and therefore, not use them | Celebrating differences | <ul style="list-style-type: none"> • Playground pictures • Solve it together poster • Scenario cards |
| | <p>Physical health and mental wellbeing Focus: Babies & Growing up</p> | <ul style="list-style-type: none"> • Understanding the changes which happen between conception and growing up (L1) • Understanding how babies grow and develop in the mothers' uterus – <u>not including conception/reproduction</u> (L2) <ul style="list-style-type: none"> • Understanding what a baby needs to live and grow (L2) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Express their feelings when they see babies/baby animals • Express how they may feel if they had a new baby in their family | Changing me | <ul style="list-style-type: none"> • Powerpoint: babies • Book: "My new baby" by Annie Kubler • Book: "My baby sister" by Emma Chichester |
| | <p>Physical health and mental wellbeing Focus: Keeping safe</p> | <ul style="list-style-type: none"> • Identifying things, people and places that I need to keep safe from (L4) • Exploring strategies to keep ourselves safe, including seeking help (L4) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Express feelings of being scared or anxious | Healthy me | N/A |
| | <p>Relationships Focus: Stereotypes</p> | <ul style="list-style-type: none"> • Recognising stereotypes within families – (L5) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Express their feelings when their ideas are challenges • Be flexible/aware when sharing their ideas | Changing me | <ul style="list-style-type: none"> • Task card |
| | <p>Relationships Focus: Differences & Conflicts</p> | <ul style="list-style-type: none"> • Understanding that everybody's families are different (L1) • Understanding that differences and conflicts can sometimes happen amongst family members (L2) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Appreciate their families • Explore 'calming/mindfulness' techniques | Celebrating differences | <ul style="list-style-type: none"> • Book: "The family book" by Todd Parr • Powerpoint: family conflict • Book: "And Tango Makes Three" by Justin Richardson and Peter Parnell • Solve it together resource Family conflict scenario cards |

| Year 4 | | | | |
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| Term | DfE Theme & Focus | Topic/Objective Details (including lesson number in Jigsaw scheme) | Jigsaw topic | Resources (available upon request) |
| Spring – HBHM Day | Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances | <ul style="list-style-type: none"> Understand the facts about smoking and its effects on health (L3) Understand the facts about alcohol and its effects on health (L4) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Act assertively to resist self/peer-pressure Relate to feelings of shame and guilt | Healthy me | <ul style="list-style-type: none"> Smoking facts grids Smoking scenarios Alcohol quiz Powerpoint: facts about the liver |
| Summer – HBHM Day | Physical health and mental well-being Focus: Changing bodies (including adolescent) | <p>NON-STATUTORY</p> <ul style="list-style-type: none"> Describe how a girl’s body changes in order to have a baby (L3) Understand that menstruation is a natural part of growing up (L3) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Cope with the physical and emotional changes which they will experience during puberty | Changing me | <ul style="list-style-type: none"> “How do I feel about puberty” cards “Items in a bag” for boys and girls (e.g. deodorant, soap, sanitary towels etc..) Female reproductive system Powerpoint: internal female organs Menstruation cards |
| Summer 1 (PSHE Topic) | Relationships Focus: Families and friendships | <ul style="list-style-type: none"> Identifying webs of relationships (L1) Exploring feelings surrounding love and loss (L2) Discussing the importance of memories (L3) Exploring different viewpoints surrounding animal rights (L4) Understanding how it feels to lose a pet (L5) Celebrating relationships with people and animals (L6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Explore feelings linked to relationships Learn to empathise and sympathise <ul style="list-style-type: none"> Understand how it feels to have memories of someone we can no longer see Understand the importance of sharing opinions and feelings <ul style="list-style-type: none"> Explore feelings associated with losing a pet Understand how to love and be loved | Relationships | <ul style="list-style-type: none"> Book: ‘Goodbye Mousie’ by Robie H. Harris Book: ‘Badger’s Parting Gifts’ by Susan Varley Book: ‘I’ll Always Love You’ by Hans Wilhelm or ‘Goodbye Mousie’ by Robie H Harris |

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| <p>Anti-bullying week</p> | <p>Relationships Focus: Bullying</p> | <ul style="list-style-type: none"> • Understand what bullying is and how to spot it (L3) • Explore the role of a witness in a bullying situation (L4) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Explore emotions associated with bullying • Problem-solve in a bullying situation | <p>Celebrating difference</p> | <ul style="list-style-type: none"> • BBC Learning clip 6578 (Why it is important to have good friends) • CBBC Newsround film: Whose side are you on? <ul style="list-style-type: none"> • Pictures of glasses • CBBC Newsround: Tips on beating cyberbullying • Websites: Kidscape, childline, Beatbullying, CBBC |
| | <p>Physical health and mental wellbeing Focus: Personal characteristics</p> | <ul style="list-style-type: none"> • Understand where we get our personal characteristics from (L1) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Appreciate and be proud that they are unique | <p>Changing me</p> | <p>N/A</p> |
| | <p>Physical health and mental wellbeing Focus: Changes</p> | <ul style="list-style-type: none"> • Become familiar with the circle of change and how to use it (L4 – changing me) • Identify changes which are out of our control (L5 – changing me) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Be confident enough to make changes to benefit them • Express their fears and concerns about changes out of their control | <p>Changing me</p> | <ul style="list-style-type: none"> • Book: “Moving house” by Anna Civardi and Stephen Cartwright • Powerpoint: Circle of change <ul style="list-style-type: none"> • Circle of change diagram • Change scenario cards |
| | <p>Relationships Focus: Friendship ground/peer-pressure</p> | <ul style="list-style-type: none"> • Recognise how different friendship groups are formed (L1 – healthy me) • Recognise the changing dynamics between people in groups (L2 – healthy me) • Recognise peer-pressure and learn how to resist it (L5 – healthy me) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Recognise when other people’s actions cause them to feel embarrassed, hurt or inadequate • Manage negative emotions associated with peer-pressure • Make sensible choices in regards to friendship groups | <p>Healthy me</p> | <ul style="list-style-type: none"> • Aiden’s story |

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| | <p>Relationships</p> <p>Focus: Making assumptions</p> | <ul style="list-style-type: none"> Understand that, sometimes, we make assumptions based on what people look like (L1) Understand what influences people to make assumptions (L2) <ul style="list-style-type: none"> Identify what makes us unique (L5) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Identify feelings of anxiety and fear associated with peer pressure <ul style="list-style-type: none"> Accept others for who they are Like and respect their unique features | Celebrating differences | <ul style="list-style-type: none"> Character cards and answers Book: "Ruby" by Maggie Glen |
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| Year 5 | | | | |
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| Term | DfE Theme & Focus | Topic/Objective Details (including lesson number in Jigsaw scheme) | Jigsaw topic | Resources (available upon request) |
| Autumn – HBHM Day | <p>Physical health and mental wellbeing</p> <p>Focus: Keeping healthy</p> | <ul style="list-style-type: none"> Understand how the media promotes certain body types (L4) Describe the different roles food can play in people's lives (L5) <ul style="list-style-type: none"> Explain how people can develop eating disorders (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Reflect on their own body image Accept and respect themselves for who they are <ul style="list-style-type: none"> Respect and value their bodies Keep themselves healthy and happy | Healthy me | <ul style="list-style-type: none"> Powerpoint: body image <ul style="list-style-type: none"> Altered images www.youtube.com/watch?v=S_vVUIYOmJM "Food is..." sorting cards |
| Spring – HBHM Day | <p>Physical health and mental wellbeing</p> <p>Focus: Alcohol and Dangerous Substances</p> | <ul style="list-style-type: none"> Understand the health risks of smoking (L1) Understand some of the risks with misusing alcohol (L2) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> Informed decisions about smoking and alcohol <ul style="list-style-type: none"> Resist peer-pressure | Healthy me | <ul style="list-style-type: none"> Smoking quiz Tabacco Industry's Poster BBC Learning Clip 10188 (Alcohol – Ben's Story) Powerpoint: Anti-social behaviour |

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| <p>Summer – HBHM Day</p> | <p>Physical health and mental well-being Focus: Changing bodies (including adolescent)</p> | <p>ALL LESSONS ARE NON-STATUTORY</p> <ul style="list-style-type: none"> • Explain how a girl’s and boy’s bodies change during puberty (L2/3) • Understand the importance of self-care, physically and emotionally (L2) • Understand that sexual intercourse can lead to conception and this is how babies are made (L4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • Explore and express emotions associated with puberty • Understand that puberty is a natural process which happens to everyone <ul style="list-style-type: none"> • Appreciate the human body | <p>Changing me</p> | <ul style="list-style-type: none"> • Animations: Female & Male reproductive system • Menstruation card match • Range of sanitary products • Powerpoint: Male organs <ul style="list-style-type: none"> • Boys ‘n’ puberty quiz • Great Growing up sheet • Powerpoint: A Baby in the Womb • The Truth about Pregnancy and Conception sort cards <ul style="list-style-type: none"> • True/false cards |
| <p>Summer 1 (PSHE Topic)</p> | <p>Relationships Focus: Friendships & Attraction</p> | <ul style="list-style-type: none"> • Recognising their own characteristics and qualities (L1) <ul style="list-style-type: none"> • Understanding how friendships can change (L2) • Understanding what it means to have a boyfriend/girlfriend (L3) <ul style="list-style-type: none"> • Understanding how it feels to be attracted to someone (L4) • Recognising the importance of staying safe when using technology to communicate (L5/6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • Build their own self-esteem • Explore ways to negotiate and compromise • Understand the pressures relationships can have • Understand the feeling of jealousy and how to manage it • Explore strategies to avoid pressures and dangers associated with technology | <p>Relationships</p> | <ul style="list-style-type: none"> • ‘Make Friends, Break Friends?’ scenario cards • Mending Friendships poster • Solve it together technique • PowerPoint slides of boyfriend/girlfriend couples • Diamond 9 cards ‘You might go out with someone because...’ <ul style="list-style-type: none"> • ‘The Way I Feel’ printout • http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf • https://www.youtube.com/watch?v=OgOzSPCaHnU (Jigsaw assembly for 8 10 year olds) |
| <p>Anti-bullying week</p> | <p>Relationships Focus: Bullying</p> | <ul style="list-style-type: none"> • Understand what racism is (L2) • understand how rumour-spreading and name-calling can be bullying behaviours (L3) • explain the difference between direct and indirect bullying (L4) | <p>Celebrating difference</p> | <ul style="list-style-type: none"> • BBC Learning clip: 5597 (experiencing racism) • Book: “Taller than Before” by Bernard Ashley • gargaro.com/ribbonstxt.html • Scenario picture: Carol |

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| | | <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • respect people from difference races • use a range of strategies to manage feelings in bullying situations <ul style="list-style-type: none"> • apply problem-solving techniques in bullying situations • encourage other people to make better choices rather than bullying | | |
| | <p>Physical health and mental wellbeing</p> <p>Focus: Becoming a teenager</p> | <ul style="list-style-type: none"> • Exploring the responsibilities and feelings associated with becoming a teenager (L5) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Cope with changes that growing up will bring | Changing me | N/A |
| | <p>EMERGENCY AID</p> <p>Focus: First aid</p> | <ul style="list-style-type: none"> • Learn and practice basic emergency aid procedures, including recovery position (L3) <ul style="list-style-type: none"> • Know how to get help in emergency situations (L3) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Keep themselves calm in emergencies | Healthy me | <ul style="list-style-type: none"> • Recovery position clip: www.sja.org.uk • Emergency situation cards |
| | <p>Relationships</p> <p>Focus: Cultures and conflict</p> | <ul style="list-style-type: none"> • Understand that cultural differences may cause conflict (L1) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> • Be aware of their own culture and those of others | Celebrating difference | <ul style="list-style-type: none"> • Culture pictures |
| | <p>COMPULSORY SCIENCE TOPIC</p> <p>Focus: Life cycles of mammals</p> | <ul style="list-style-type: none"> • Understand the life cycles of mammals • Understand that mammals use sexual reproduction to produce offspring (<i>terminology includes: sperm, ovum, fertilise, pregnancy, gestation</i>) • Be able to order and describe the stages of reproduction of babies (and another mammals) | N/A | <ul style="list-style-type: none"> • Reproduction slides (includes links to videos used) • Describing reproduction worksheet |

| Year 6 | | | | |
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| Term | DfE Theme & Focus | Topic/Objective Details (including lesson number in Jigsaw scheme) | Jigsaw topic | Resources (available upon request) |
| Autumn – HBHM Day | Physical health and mental wellbeing Focus: Keeping healthy | <ul style="list-style-type: none"> Understand the impact of food on the body (L1) Understand what it means to be emotionally well (L5) Explore people’s attitudes towards mental health/illness (L5) Recognise stress and what can trigger it (L6) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Eat nutritious foods and understand how they impact their physical and emotional health Recognise when they do not feel emotionally healthy Apply strategies to help themselves feel emotionally healthy Use different strategies to manage stress and pressure | Healthy me | <ul style="list-style-type: none"> Powerpoint – effects of food and drink True or false game Rhiannon’s story video (Young Minds) Youtube: “Queen – under pressure” |
| Spring – HBHM Day | Physical health and mental wellbeing Focus: Alcohol and Dangerous Substances | <ul style="list-style-type: none"> Learn about the different types of drugs, their uses and effects on the body (L2) Evaluate when alcohol is being used responsibly, anti-socially or being misused (L3) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Explore ways to cope with life’s situations without using drugs Express personal feelings about using alcohol | Healthy me | <ul style="list-style-type: none"> Powerpoint slides Drug groups and effects sheet BBC Learning clip 10187 (Liam’s story) Powerpoint: mindmaps |
| Summer – HBHM Day | Physical health and mental well-being Focus: Changing bodies (including adolescent) | <ul style="list-style-type: none"> Being aware of self-image (L1) NON-STATUTORY - Explain how a girl’s and boy’s bodies change during puberty (L2) NON-STATUTORY - Understand the importance of self-care, physically and emotionally (L2) NON-STATUTORY - Explore questions surrounding puberty (L3) <p>Emotional literacy/social skills- This topic will allow children to:</p> <ul style="list-style-type: none"> Develop their own self-esteem Express their feelings associated with puberty | Changing me | <ul style="list-style-type: none"> Powerpoint: celebrity images Growing up bingo cards Puberty flashcards Powerpoint: male and female organs Powerpoint: girl to woman, boy to man Puberty – truth or myth cards |

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| | | <ul style="list-style-type: none"> • <i>Reflect on answers given to questions about puberty and their feelings towards them</i> | | |
| Summer 1 (PSHE Topic) | <p>Relationships Focus: Grief, power and e-safety</p> | <ul style="list-style-type: none"> • Identifying the most significant people in their lives (L1) • Exploring the feelings associated with losing someone (L2) • Understanding the stages of grief (L3) • Learning to recognise when people want power and/or control (L4) • Exploring ways to stay safe when using technology to communicate (L5) • Learning to use technology safely and positively (L6) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • <i>Discuss how it feels to have special people in life</i> • <i>Explore strategies needed to manage feelings associated with loss</i> • <i>Learn to recognise and manage negative emotions</i> • <i>Explore ways to protect themselves in situations where others are trying to gain power/control</i> • <i>Learn to take responsibility for own safety and well-being</i> | Relationships | <ul style="list-style-type: none"> • 'The Sad Book' by Michael Rosen, • Coping with loss scenario cards • Loss or change cards • PowerPoint - stages of grief • PowerPoint slide 'Power and Control' • Power and Control scenario cards • Chat Room Abbreviations' - a checklist • Cyberbullying film 'Let's Fight It Together' www.childnet.com/resources/lets-fight-it-together • http://www.kidsmart.org.uk/downloads/cn_A2posterPRIMARY.pdf • Online scenario cards • 'Keeping Myself Safe Online' quiz |
| Anti-bullying week | <p>Relationships Focus: Bullying</p> | <ul style="list-style-type: none"> • Explain some of the ways in which one person or a group can have power over another (L3) • Explore some of the reasons why people bully (L4) <p><i>Emotional literacy/social skills- This topic will allow children to:</i></p> <ul style="list-style-type: none"> • <i>Understand how it can feel to be excluded or treated badly by being different in some way</i> • <i>Know and use a range of strategies in managing feelings in bullying situations</i> • <i>Use problem-solving techniques in bullying situations</i> | Celebrating difference | <ul style="list-style-type: none"> • Power scenario sheet • Poem: killing ground by Adrian Mitchell • Senario cards (bullying) |

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| | <p>Physical health and mental wellbeing</p> <p>Focus: Transition to secondary school</p> | <ul style="list-style-type: none"> Explore the transition to secondary school (L6) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Prepare emotionally for secondary school | Changing me | <ul style="list-style-type: none"> Powerpoint: bungee run |
| | <p>EMERGENCY AID</p> <p>Focus: First aid</p> | <ul style="list-style-type: none"> Learn and practice basic emergency aid procedures, including recovery position (L4) Know how to get help in emergency situations (L4) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Deal with emergencies if they happen Keep themselves self and avoid emergencies | Healthy me | <ul style="list-style-type: none"> Recovery position clip: www.sja.org.uk CPR Clip from NHS website: https://youtu.be/Q5bOZf4GfQI |
| | <p>Relationships</p> <p>Focus: Attraction</p> | <p>NON-STATUTORY</p> <ul style="list-style-type: none"> Understand how being physically attracted to someone changes the nature of the relationship (L5) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Express feelings associated with growing up Cope with changes which happen as they become a teenager | Changing me | <ul style="list-style-type: none"> Photo cards: holding hands |
| | <p>Relationships</p> <p>Focus: Disabilities</p> | <ul style="list-style-type: none"> Understand that there are different perceptions about what normal means (L1) Understand how having a disability can affect lives (L2) Learn about people with disabilities who lead amazing lives (L5) <p>Emotional literacy/social skills- <i>This topic will allow children to:</i></p> <ul style="list-style-type: none"> Empathise with people who are living with disabilities | Celebrating difference | <ul style="list-style-type: none"> BBC Learning Clip 13706 (Visual impairment – Theo’s story) BBC Learning clip 13703 (Archie’s story) Powerpoint slide: Paralympians Youtube clip – paralympians |

Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
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| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
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| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |

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| TOPIC | PUPILS SHOULD KNOW |
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| <p>Online relationships & Being Safe Online</p> | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. |

| TOPIC | PUPILS SHOULD KNOW |
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| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |
| Mental Wellbeing | <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |

| TOPIC | PUPILS SHOULD KNOW |
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| Physical Health and Fitness & Healthy Eating | <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. |
| Drugs Alcohol and Tobacco | <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Basic First Aid | <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing Adolescent Body | <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. |

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