



# Langley First School

## PSHE (including RSE) Policy

## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

PSHE is a non-statutory subject but the DfE specified as part of its National Curriculum guidance that “All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practise” and also stated that it is “an important and necessary part of our pupils education”.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In addition to this, from September 2020, relationships education and health education is now statutory for all primary schools; however, due to the impact of the coronavirus (COVID-19), schools are being offered flexibility on when to begin delivering these subjects. See Appendix C for the statutory requirements for Relationships Education and Appendix D for the statutory requirements for Health Education.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools.”

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.”  
However, “Sex Education is not compulsory in primary schools”  
DfE guidance pg23

Our PSHE (including RSE) policy is informed by existing DfE guidance including, but not limited to, the following :-

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Relationships and Sex Education \(RSE\) and Health Education](#) (statutory guidance)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Safeguarding \(A guide to inter-agency working to safeguard and promote the welfare of children\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## Links to other policies and curriculum areas

We recognise the clear link between our PSHE and RSE Policy and the following policies. Staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Behaviour Policy
- SEND Policy
- Science Curriculum and Policy
- ICT Curriculum and Policy
- PE Curriculum and Policy
- Computing Curriculum and Policy

## Definitions

For the purpose of this policy “Personal, Social, Health and Economic (PSHE) Education” is defined as teaching pupils about their spiritual, moral, cultural, mental and physical development, and prepares pupils at Langley First School for the opportunities, responsibilities and experiences of later life.

For the purpose of this policy “Relationships Education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

For the purpose of this policy “Sex Education” is defined as teaching pupils about human reproduction i.e. conception.

For the purpose of this policy “Health Education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

## PSHE (including RSE) Statement of intent

Langley First School believes that a strong PSHE education is important to help our pupils gain the knowledge and attributes to fulfil their potential and become happy, successful and well-rounded members of society. We use PSHE as a way to support our children's development, to enable them to understand and respect who they are and maintain their individuality and to empower them with a voice. It is our responsibility to deliver a high-quality RSE curriculum due to the increasingly complex world that our children are growing up in, both on and offline. We place a strong emphasis on ensuring our children know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE (including RSE) curriculum at Langley First School links directly to our school values and ethos (see Appendix A).

We acknowledge that PSHE and RSE are intertwined and for that reason our RSE curriculum is embedded in our PSHE curriculum so that the key building blocks of children's learning and understanding is consistent and progressive.

We have a spiral, progressive and comprehensive PSHE curriculum with relationships and health education embedded throughout. We use a programme called Jigsaw as the basis for our curriculum and the content is then adjusted to reflect the composition of each individual class. We also welcome visitors into school and we use the Newcastle United Foundation to deliver additional lessons to enhance our PSHE (including RSE) curriculum as well as other external visitors. We use a variety of resources including songs, books, short animations, cartoons etc to deliver subject content in a relevant and engaging way. Our PSHE curriculum also includes mindfulness which ensures we teach our children to nurture their mental health as well as to develop positive relationships with themselves, others and the world they live in.

We do not routinely teach sex education as part of our PSHE (including RSE) curriculum at Langley First School. We have however included sex education in this policy as, depending on individual cohorts, we may feel it necessary or suitable to teach sex education content. If we were to teach anything under sex education then the time-line and procedures in this policy would be followed, and parents would

have the right to withdraw their child from the lessons. At Langley First School we are also aware that statutory health education could lead into conversations that would be classed as sex education due to them being intertwined, but we will follow the procedures as noted in this policy.

# Implementation of the PSHE (including RSE) curriculum at Langley

The RSE aspect of the curriculum takes into account the views of teachers, staff and parents as well as the age and development of our children.

## Staff Consultation

Langley First School believes that the staff in school should all be part of curriculum design. Staff are given the opportunity to contribute to the design of our PSHE (including RSE) curriculum offer through:

- \* Staff meetings
- \* Staff questionnaires
- \* Professional conversations with the PSHE Lead and Headteacher

Staff have been consulted on the organisation and content of our RSE curriculum since the change to statutory requirements were announced. They continue to be involved in the decisions surrounding our RSE curriculum. See Appendix B for further information on Staff Consultation.

## Governor Consultation

Langley First School has a wonderful working relationship with our dedicated and committed Governing Body. We have a PSHE Governor who is knowledgeable and dedicated to helping shape a curriculum where each child is valued and given equal opportunities, and diversity is celebrated.

The Governing Body are kept informed of changes to the statutory requirements around PSHE and RSE. The governors are given the opportunity to comment on and shape our PSHE (including RSE) curriculum offer through:

- \* Governing Body meetings

- \* Visits into school
- \* Involvement in policy development

Governors have been consulted on the organisation and content of our PSHE (Including RSE) curriculum and given the opportunity to feedback their thoughts and opinions. They continue to be involved in decisions surrounding our RSE curriculum. See Appendix B for further information on Governor Consultation.

## Parent Consultation

Langley First School believes that it is important to have the support of parents, carers and the wider community for our PSHE (including RSE) curriculum. Parents and carers are given the opportunity to find out about and discuss the PSHE (including RSE) curriculum through:

- \* Parent focus groups
- \* Parents' evenings
- \* Information letters
- \* Contact with the Headteacher, PSHE Lead or class teachers
- \* Involvement in policy development through a confidential, open forum online

Parents have been consulted on the organisation and content of our RSE curriculum and are given the opportunity to feedback their thoughts and opinions. They continue to be involved in the decisions surrounding our RSE curriculum. See Appendix B for further information on Parental Consultation.

## Pupil Consultation

Langley First School believe it is useful for pupils to be consulted on their own personal, social and health development. We ask pupils what sort of person they would like to be by the time they leave school; what qualities, skills, attitudes and values are important to them. We ask pupils what initiatives the school could implement to support their PSED e.g. friendship benches, peer mentoring systems.

Pupils are given the opportunity to talk about their own health development through:

- \* Whole-school assemblies



- \* School Council meetings
- \* Discussions in class

## The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to a successful PSHE and RSE curriculum. To enable this, 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson – we call this The Jigsaw Charter. The basis for The Jigsaw Charter is shown below, although each class devises their own Jigsaw Charter at the beginning of the academic year so they have ownership of it.

### The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## Organisation of our PSHE (including RSE) curriculum

Our PSHE (including RSE) curriculum covers all aspects of PSHE and statutory Health Education and statutory Relationships Education.

We base our PSHE (including RSE) curriculum on the Jigsaw PSHE and RSE Scheme of Work but we move the content around to fit within the context of our school and cohorts. We also add in additional lessons, from various sources, to personalise our curriculum further to meet the needs of the school and cohorts. We always consider the age and development of the pupils when deciding what content to teach in each year group and the organisation of the curriculum may change year-to-year, and the policy updated accordingly.

We use a whole-school approach where all pupils in school are taught through six themes across the year. Each theme is introduced in assembly at the start of each half-term by the Headteacher ensuring a whole-school approach and mindset. Each year group then works through lessons on that theme, at a level that is age-specific. Our curriculum is a spiral curriculum so the content will be revisited so that our pupils learning deepens and broadens as the children progress through our school. Each year group works towards an 'end product' and these are shared and celebrated across the school.

The table below shows the content for each theme (Known as a Puzzle) and when they are taught across the year.

Term	Puzzle	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes knowing and understanding differences between people. Includes anti-bullying (cyber and homophobic bullying included) - Known as Safe to Be Me.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes statutory Health Education including drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes statutory Relationships, including understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes statutory Health Education. Includes Relationships in the context of coping positively with change.

Each lesson (known as a Piece) has two learning intentions: one is based on specific PSHE or RSE learning and one is based on emotional literacy and social skills to enhance our pupils emotional and mental health.

At Langley First School we allocate a minimum of one session of dedicated time to discreet PSHE (including RSE) teaching. These explicit lessons are reinforced and enhanced by;

- Our day-to-day teaching
- Our school routines and ethos
- Assemblies
- Behaviour management system
- The Learning Charter
- Through relationships child to child, adult to child and adult to adult across the school.

## **Statutory Requirements for Relationships and Health Education**

Appendix C shows the statutory Relationships requirements for Primary Schools. Appendix D shows the statutory requirements for Health Education for Primary Schools.

## **Content of our PSHE (including RSE) curriculum**

### **Relationships Education content of our PSHE (including RSE) curriculum**

We have a working PSHE and RSE group between the local First Schools and feeder Middle Schools to ensure that no content will be missed out by the time the children reach the end of Year Six. Our Relationships content at Langley First School covers all aspects that we feel are suitable to the age and maturity of the children and

context of our school. When they reach the end of Year 6 at middle school, all aspects of the statutory requirements will have been taught.

See Appendix C for the statutory guidance for Relationships Education. The way our PSHE (including RSE) curriculum meets these statutory requirements can be found in Appendix E.

Most of the statutory aspects of Relationships Education will be taught during the puzzle 'Relationships' in Summer One. Some of the outcomes however are also taught elsewhere across the year e.g. the 'Celebrating Difference' in Autumn Two. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Health Education content of our PSHE (including RSE) curriculum**

We have a working PSHE and RSE group between the local First Schools and feeder Middle Schools to ensure that no content will be missed out by the time the children reach the end of Year Six. Our Health Education content at Langley First School covers all aspects that we feel is suitable to the age and maturity of the children and context of our school. When they reach the end of Year 6 at middle school, all aspects of the statutory requirements will have been taught.

Statutory Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

See Appendix D for the statutory guidance for Health Education. The way our PSHE (including RSE) curriculum meets these statutory requirements can be found in Appendix E mapping document.

Most of the statutory aspects of Health Education will be taught during the puzzle 'Healthy Me' during Spring Two. Some of the outcomes however are also taught elsewhere across the year e.g. in Changing Me in Summer Two, emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the

'Changing adolescent body' strand, and in our curriculum as part of the 'Changing Me' Puzzle in Summer Two. We will introduce the word 'puberty' in Year 4 and discuss the external physical changes associated with this such as hair growth, sweating, males voices breaking. We have decided that decisions around teaching about other aspects of puberty (such as periods) will be taught on a cohort-by-cohort basis. The middle schools will always teach about all aspects of puberty when they go into Year 5 and 6 so no content will be missed, however depending on each cohort we may decide to teach about puberty in more details i.e. periods in Year 4.

At Langley First School we are aware that some statutory health education could lead into conversations that would be classed as Sex Education due to them being intertwined. Staff are confident and knowledgeable in what statutory Health Education content is suitable for the maturity and context of the children in our school however teaching children is not prescriptive. Children ask questions and we acknowledge this. Therefore we have considered how we respond in this situation in order to deflect conversations from turning into Sex Education. As a school we have decided that where possible we will respond in a way that acknowledges that the children want to know more and that when appropriate this will be explored in more detail. Staff will aim to respond to questions that cross from Health Education into Sex Education with "I understand you want to know more but that's not a conversation to have right now. It is something that you will learn about as you get older and go into Middle School."

If staff recognise that there are several children interested and ready to find out more then the children will receive the response above along with "If you want to know more now then let us know and we will work with your grown-ups to give you more information" and teaching will be paused. The procedures outlined in 'Procedure for teaching Sex Education content at Langley First School' on Page 15 of this policy will be followed.

## **Sex Education**

Sex Education in Primary Schools is not statutory but it is recommended to have a Sex Education programme.

At Langley First School, we have made the decision to NOT routinely teach the children in our school about human reproduction i.e. conception. We believe that our children are too young and not yet at the emotional maturity to be learning about human reproduction.

We have a working PSHE and RSE group between the local First Schools and feeder Middle Schools. The middle schools will use their knowledge of each cohort to decide what, if any, elements of Sex Education they will teach in Year Five and Six. They know that Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

However we acknowledge that each cohort is individual and we may feel it necessary or suitable to teach sex education content at Langley First School. If we decided it was necessary and in the children's best interests to teach any content under 'Sex Education' then the following procedures would be followed. No Sex Education content will be taught until all steps have occurred.

## Procedure for teaching Sex Education content at Langley First School

Year Group staff identify a need for teaching Sex Education to children in their care.

Year Group staff inform the PSHE Lead and Headteacher of the reasons why they deem it necessary or beneficial for a specific group of children or year group. PSHE Lead and Headteacher give it consideration

In consultation with the PSHE Lead and Headteacher, the Year Group staff draft lesson/s content including key vocabulary taught.

Governors are informed and their opinions considered.

Letter is drafted to parents explaining that we see a need to teach their children about Sex Education. The letter would outline exactly what we intend to teach and when. There would be at least two weeks notice for parents to consider if they would allow their child to take part in these lessons. Parents would be entitled to withdraw their child from these lessons by returning a form by a specific date. See Appendix E for an example of a Withdrawal from Sex Education letter.

Once the specified date for parents to inform us of their right to withdraw, the Sex Education lesson is taught to those children whom permission is granted.

## Full content of our PSHE (including RSE) curriculum offer 2021/2022

This is the content we intend to teach in each year group for the academic year 2021/22. It includes 'Key Vocabulary' that the children will be taught. Our PSHE (including RSE) curriculum is progressive and builds upon prior knowledge each year, therefore the content and 'key vocabulary' for each year group is cumulative and re-visited year upon year.

### Being Me In My World

Early Years - Pupils talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. The children talk about what it means to be responsible.

Key Vocabulary - Kind, Gentle, Friend, Similar(ity), Different, Responsible, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns

Year 1 - Pupils focus on the Jigsaw Charter and as part of this they discuss rights and responsibilities, choices and consequences. They talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.

Key Vocabulary - Safe, Special, Calm, Belonging, Rights, Responsibilities, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed

Year 2 - Pupils discuss their hopes and fears for the year ahead - they talk about feeling worried and recognising when they should ask for help and who to ask. They talk in more details about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place.

Key Vocabulary - Hopes, Fears, Actions, Praise, Reward, Consequence, Positive, Negative, Choices



Year 3 - Pupils learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others.

Key Vocabulary - Valued, Achievements, Personal Goal, Acknowledge, Affirm, Solutions, Support, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point

Year 4 - Pupils explore being part of a team and how their attitudes and actions and their effects on the whole class. They learn about their school and its community. They discuss democracy and link this to their own School Council, what its purpose is and how it works. They learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings.

Key Vocabulary - Included, Excluded, Description, School Community, Democracy, Decisions, Voting, Authority, Contribution, Observer

## **Celebrating Difference**

Early Years - Pupils are encouraged to think about things that they are good at, whilst understanding that everyone is good at different things. They talk about how we are the same in some ways and different in others; that makes everyone special. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend.

Key Vocabulary - Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family

Year 1 - Pupils talk about friendships and ways to make and sustain relationships. They talk about how it might feel if you are on the receiving end of someone being unkind and who to ask for help. They learn what makes us unique and special and that it is OK to have differences from their friends

Key Vocabulary - Similarity, Difference, Deliberate, Unfair, Included, Special, Unique

Year 2 - Pupils talk about gender stereotypes and that it is ok to not conform to stereotypes. They talk about children being picked on because they are different and that this shouldn't happen. They recognise the difference between a one-off unkind incident and consistent bullying.

Key Vocabulary - Boys, Girls, Stereotypes, Sad, Lonely, Help, Stand up for, Diversity, Fairness, Kindness, Value

Year 3 - Pupils learn about families and that they are all different. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' They They talk about being a by-stander to bullying and how they have choices. They also talk about giving and receiving compliments and the feelings associated with this.

Key Vocabulary - Family, Loving, Caring, Safe, Conflict, Solve It Together, Resolve, Witness, Bystander, Bullying, Gay, Compliment, Unique.

Year 4 - Pupils talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about online bullying and what to do if they suspect or know that it is taking place. The children talk about their own uniqueness and what is special about themselves.

Key Vocabulary - Character, Assumption, Judgement, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, Cyber bullying, Text message, Website, Troll, Physical features, Impression

## **Dreams and Goals**

Early Years - Pupils talk about challenges and discuss not giving up. They talk about goals and resilience. They are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want.

Key Vocabulary - Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage

Year 1 - Pupils will learn to recognise when they do things well. They will talk about setting simple goals and know how to achieve them as well as how to overcome difficulties. They will learn to recognise the feelings associated with feeling like they have failed. They will discuss how best to work with a partner when aiming towards a shared goal.

Key Vocabulary - Proud, Success, Process, Working together, Team work, Celebrate, Overcome, Achieve

Year 2 - Pupils discuss perseverance, as well as recognising their strengths as a learner. They talk about group work and reflect on who they work well with and what attributes they can contribute to group work. They also talk about sharing success with other people.

Key Vocabulary - Realistic, Strength, Persevere

Year 3 - Pupils look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. They talk about facing learning challenges and identify their own strategies for overcoming these. They reflect on their progress and successes and identify what they could do better next time.

Key Vocabulary - Aspirations, Enterprise, Motivated, Efficient, Frustration, 'Solve It Together' Technique, Solutions, Review, Evaluate

Year 4 - Pupils talk about their hopes and dreams for the future. They discuss how not all hopes and dreams can come true but they reflect on the personal attributes they need in order to be the most successful at achieving these dreams. They learn how to break goals down into smaller manageable steps. They reflect on their successes and the feelings associated with overcoming a challenge.

Key Vocabulary - Determination, Resilience, Positive attitude, Disappointment, Cope, Help, Self-belief, Cooperation

## Healthy Me

Early Years - Pupils learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about healthy food choices. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. They talk about what to do if they get lost and discuss stranger danger,

Key Vocabulary - Healthy, Exercise, Head, Neck, Shoulders, Chest, Stomach, Back, Hips, Legs, Knees, Feet, Toes, Sleep, Wash, Clean, Lost, Stranger, Scared, Trust

Year 1 - Pupils talk about healthy and unhealthy lifestyle choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and about germs. The children learn about road safety. They talk about medicines and keeping safe around medicines.

Key Vocabulary - Unhealthy, Balanced, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

Year 2 - Pupils know what their body needs to stay healthy and will talk about having a healthy relationship with food. They learn which foods give them energy and they will make healthy snacks. The children talk about things that make them feel relaxed and stressed. They will talk about medicines, how they work and how to use them safely

Key Vocabulary - Lifestyle, Dangerous, Balanced diet, Portion, Energy, Nutritious.

Year 3 - Pupils talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs and discuss what they do and why they are so important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.

Key Vocabulary - Oxygen, Calories, Heartbeat, Lungs, Heart, Fitness, Saturated fat, Drugs, Advice, Harmful, Risk

Year 4 - Pupils look at friendship groups and how some people are leaders and followers. They are asked to reflect on their friendships. They will look at smoking and alcohol and the effects on health. They discuss why people may smoke or drink alcohol and talk about peer pressure and how to deal with it.

Key Vocabulary - Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Alcohol, Liver, Disease

## Relationships

Early Years - Pupils are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and that sometimes friends fall out and given strategies for how to mend this friendship. The children also learn about Calm Me and how they can use this when feeling upset or angry.

Key Vocabulary - Family, Mummy, Daddy, Grandparents, Sister, Brother, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing, Yoga

Year 1 - . Pupil's breadth of relationships is widened to include other families that may be different from their own. They learn families are founded on care, love and belonging. They consider their own significant relationships and why these are important. They learn about healthy and safe relationships and that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

Key Vocabulary - Family, Belong, Same, Different, Friends, Greeting, Touch, Feel, Like, Dislike, Help

Year 2 - Pupils learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They learn about good secrets/surprises and worry secrets. They learn why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind.

Key Vocabulary - Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Surprise/Good secret, Worry secret, Trustworthy, Honesty

Year 3 - Pupils identify why family stereotypes can be unfair and may not be accurate. They will explore online relationships through gaming and Apps and are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are discussed.

Key Vocabulary - Unisex, Stereotype, Career, Win-win, Solution, Internet, Social media, Online, Risky, Gaming, Private messaging (pm), Direct messaging (dm), Fair trade, Inequality, Transport, Exploitation, Justice, United Nations, Equality, Deprivation, Hardship

Year 4 - Pupils focus on the emotional aspects of relationships and friendships, including jealousy and loss/ bereavement. They learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe.

Key Vocabulary - Jealousy, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Hope, Souvenir, Memento, Memorial, Acceptance, Remember, Loyal, Betrayal, Amicable

## Changing Me

Early Years - Pupils are encouraged to think about how they have changed from being a baby. They learn the names and functions of some of the main parts of the body. They learn that our bodies change as we get older in lots of different ways. Pupils learn that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

Key Vocabulary - Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.

Year 1 - Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of our safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.

Key Vocabulary - Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Anus, Learn, New, Grow, Feelings, Anxious, Coping

Year 2 - Pupils look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. They are taught about different types of touch including identifying inappropriate touch and how to ask for help. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

Key Vocabulary - Control, Old, Young, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable

Year 3 - Pupils explore babies and what they need to grow and develop. They think about the feelings involved when babies are born. Children learn that it is usually the female that carries the baby in nature. Pupils start to recognise stereotypical ideas about parenting and family roles. Pupils will talk about the responsibilities and changes of moving into Year Four and then middle school.

Key Vocabulary - Birth, Animals, Womb, Nutrients, Survive, Love, Affection, Care, Stereotypes, Task, Roles, Challenge, Looking forward

Year 4 - Pupils learn that some of their personal characteristics come from their birth parents. They talk about self-esteem and body image.

They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. They are made aware that as they continue to grow their bodies will change further (puberty) and how they can look after themselves (the word puberty will be discussed but only the physical changes outside the body will be discussed as part of 'Health Education'. E.g. hair growth, sweating, males voice-breaking, breasts growing) and personal hygiene. Pupils will spend time talking about their feelings associated with change and how to manage these. Children are introduced to a circle of change model as a strategy for managing future changes.

Key Vocabulary - Puberty, Pubic hair, Sweat, Wash, Voice breaking, Adam's Apple, Personal, Unique, Characteristics, Puberty, Control, Emotions, Acceptance

### **Newcastle United Foundation Match Fit Programme**

Year 3 - Pupils learn about the importance of healthy lifestyles. They learn about healthy food and a balanced meal. They learn about oral health and the importance of exercise. They discuss mental health and self-esteem.

Key Vocabulary - Talent, Quality. Self-esteem, Active, Vigorous, Balanced, Enamel, Dehydration, Cavity, Plaque, Bacteria

### **Newcastle United Foundation United As One Programme**

Year 4 - The United as One programme uses examples of stereotyping, prejudice, discrimination and hate crime to teach pupils the importance of communities being United As One. Pupils discuss the impacts upon those targeted and learn how the law treats those who discriminate or commit a hate crime.

Key Vocabulary - Culture, Multi-cultural, Cultural heritage, Stereotype, Prejudice, Pre-judging, Negative opinion, Race discrimination ( skin colour, nationality, cultural heritage), Age discrimination, Religious discrimination, Gender discrimination, Disability discrimination, Protected characteristics (race, age, religious belief, disability), Crime, Hate crime, Victim, Offender, Bullying, Cyberbullying, Hate bullying ( protected characteristics)



# Monitoring and Impact of the PSHE (including RSE) curriculum at Langley

The PSHE Lead will usually monitor delivery of our PSHE (including RSE) curriculum through observation of lessons and discussions with teaching staff. Due to COVID-19 observations of lessons are on hold, although these will be resumed as soon as possible. In the meantime, the PSHE Lead will undertake planned PSHE (including RSE) staff meetings, as well as always being available to teaching staff for conversations and discussions via e-mail or socially-distanced meetings.

Through staff meetings and professional conversations the PSHE Lead will support staff in their teaching of PSHE and RSE and keep staff up to date with developments and statutory requirements around PSHE and RSE. The Headteacher is responsible for monitoring the overall quality of teaching and learning.

Teachers assess pupils learning throughout each lesson. Towards the end of each Puzzle there is an assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their learning. Formal data is collected from class teachers three times per year on Target Tracker and the data reviewed by the PSHE Lead and SLT. Gap analysis is undertaken to find gaps and look for trends, this is particularly important given children's missed education due to the COVID-19 pandemic. Once the data is analysed, the PSHE Lead will update the PSHE action plan with how the school will respond. Our response to the data might include; changes to curriculum offer, additional lessons around topics/themes, intervention groups, additional resources required, upskilling staff through CPD.

## Confidentiality and Safeguarding

Sometimes disclosures may be made during PSHE (including RSE) sessions; in which case; safeguarding procedures will be followed immediately. If disclosures occur, the Child Protection and Safeguarding policy will be followed.

## **Equality**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect." Schools have a legal duty to promote equality (Equality Act 2010) which means they must ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender. Our PSHE (including RSE) curriculum is inclusive and fosters good relations between pupils and tackles all types of prejudice to promote understanding and respect.

## **SEND**

Our PSHE (Including RSE) curriculum is designed to be fully inclusive. We recognise the fact that there are children of different abilities in all classes and we provide suitable learning opportunities for all children in the class.

## **Dissemination**

This policy is available on our school website where it can be accessed by the community. Staff are included in the development of this policy but training is regularly delivered to staff on the policy content and any changes. Copies are available from the school office on request from parents/carers.

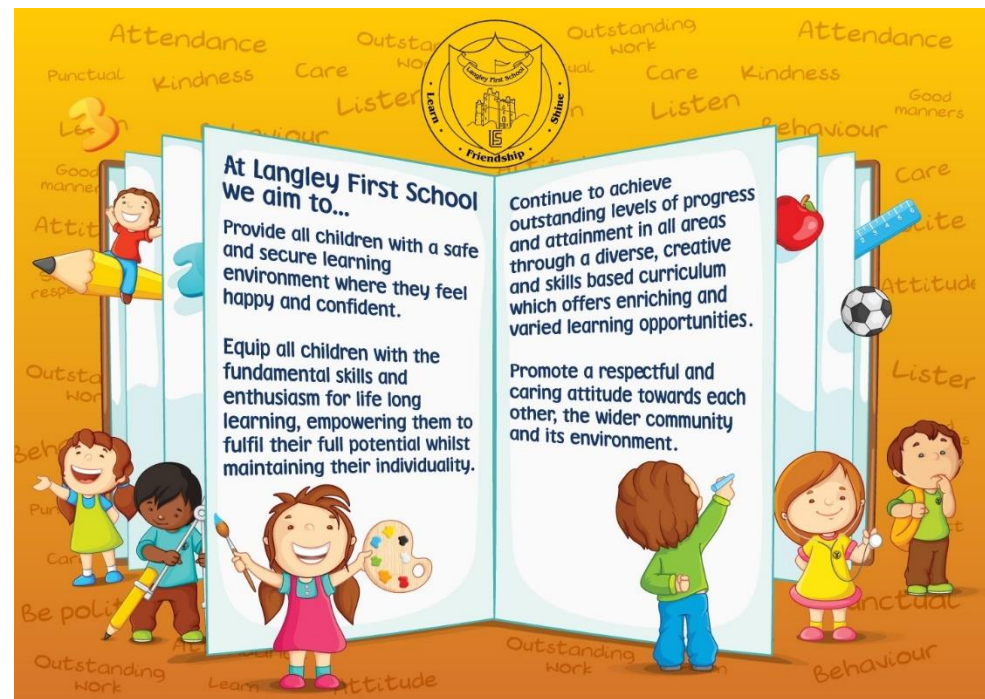
## Policy Review

This PSHE (including RSE) policy will be reviewed annually and updated with any necessary changes after reflecting on feedback from staff, parents, governors and pupils. In addition to this the PSHE Lead monitors the curriculum content taught in school on an ongoing basis and if any amendments need making in the interim then this will happen accordingly. Langley First School gives serious consideration to any comments from parents about our curriculum offer and again interim policy updates may be necessary before the annual review.

Signed:	Tim Jones (Headteacher) Kirsty Ramsay (PSHE & RSE Lead) Chris Coady (Chair of Governors)
Date of review:	9 <sup>th</sup> July 2021
Date of next review:	July 2022

## Appendix A – Langley First School Values and Ethos

Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. At this school we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.



## Ethos

At Langley First School we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe, valued and respected.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued.
- Promoting democracy and British values
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community.

## Appendix B - Consultation on RSE curriculum offered at Langley First School

### Staff Consultation

Staff have been kept regularly informed about the changes to statutory guidance around Relationships Education and Health Education from the PSHE Lead through staff meetings and e-mail correspondence since the publication coming out in 2019. Staff have been involved in the policy development through working groups in staff meeting looking at the statutory content and discussing the suitability for the children in our school linked to their age and maturity. Staff had time allocated to discussing which key vocabulary should be taught in each year group which informed the policy development. Staff have also had training linked to Jigsaw which we base our PSHE (including RSE) curriculum on.

### Governor Consultation

The Headteacher has regularly kept the Governing Body updated with information about the changes in statutory requirements around Relationships Education and Health Education. The policy was drafted in March 2020 and due to go to Governors for consideration; due to the COVID-19 pandemic this was put on hold. In June 2021 the draft policy was updated again and presented to Governors in June 2021 for consideration.

## Parental Consultation

A Parent Focus group in February 2019 informed parent's that we were reviewing our PSHE curriculum, which was to include the new statutory relationships education and health education and the non-statutory Sex Education. The Headteacher explained about our links with the Middle Schools and shared the reasons behind teaching terminology from Year One onwards. The parent focus group suggested the most effective way of informed the rest of the schools parents was to provide a short information leaflet for parents, with the remainder of the information and draft policy on the school website.

In response to this we created a Q&A leaflet for parents about RSE with a covering letter telling them that on the upcoming Parent's Evening the Jigsaw resources would be available for them to look at, and the Headteacher and PSHE Lead would be around to answer any questions or discuss any concerns they may have. This letter and leaflet was due to be sent out to parents in March 2020 but due to the ongoing Coronavirus pandemic this was postponed.

In June 2021 the leaflet and letter were updated. Due to the ongoing pandemic we were unable to have an open door session for parents to view the Jigsaw resources so we invited parents to phone school or arrange a 1:1 meeting with the PSHE Lead and/or Headteacher to talk about and/or view the Jigsaw resources. The draft policy was made available on the school website and a Google form was placed on the website allowing parent's the opportunity to make comments, in private, about the new RSE curriculum offer at Langley First School.

We are currently awaiting feedback from parents.

## Appendix C – Statutory requirements for Relationships Education in Primary Schools DfE Guidance 2019

The guidance states that, by the end of primary school:

	<i>Pupils should know...</i>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>



	<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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 and advice from others, if needed</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>

	<ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> </ul>

	<ul style="list-style-type: none"><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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## Appendix D – Health Education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• 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.</li><li>• 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.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li></ul>

	<ul style="list-style-type: none"> <li>• 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 well-being or ability to control their emotions (including issues arising online).</li> <li>• 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.</li> </ul>
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>

	<ul style="list-style-type: none"><li>• the facts and science relating to immunisation and vaccination</li></ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"><li>• how to make a clear and efficient call to emergency services if necessary.</li><li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>

## Appendix E - How our curriculum meets the statutory requirements DfE Guidance 2019

We base our curriculum on the Jigsaw 3-11 Programme which meets all statutory outcomes. The references R3/H5 etc in the table below can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes.

The guidance states that, by the end of primary school:

	Pupils should know...	Covered in these areas of our curriculum
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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.</li> <li>• R3 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.</li> <li>• R4 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.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>



	<p>which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</p> <ul style="list-style-type: none"> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 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</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel</li> </ul>	

	<p>unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</p>	
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• R12 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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</li> <li>• R17 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	

<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"><li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• R32 where to get advice e.g. family, school and/or other sources.</li></ul>	
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	Pupils should know	Covered in these areas of our curriculum
Mental wellbeing	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 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.</li> <li>• H3 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<p>discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 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 well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 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.</li> </ul>	
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 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.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>

	<p>the importance of keeping personal information private.</p> <ul style="list-style-type: none"> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>



	<ul style="list-style-type: none"> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## Appendix E – Example template for the Withdrawal from Sex Education Letter

(Insert date – at least two weeks prior to planned teaching of SE lessons)

Dear Parents and Carers,

As a part of your child's education at Langley First School we promote personal wellbeing and development through a comprehensive PSHE curriculum including statutory Relationships and Health Education. As you will already be aware from previous correspondence, at Langley First School we do not routinely teach any Sex Education content. We work closely with the local middle schools and Sex Education content is usually taught when your child goes into Year 6 and Year 6 at Middle School. However, the Department for Education note that "All primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils." I am writing to let you know that we feel the need to teach Sex education content to your child whilst they are at Langley First School because (insert reasons).

Over the next (insert number) weeks, starting (insert date), your child's class will be taking part in lessons which will focus on content that is classed as Sex Education. These lessons will include teaching about (insert specific lesson content including key vocabulary taught). All teaching will take place in a safe learning environment and is underpinned by our school ethos and values. The lessons we plan to teach have gone through approval from the teaching staff, Headteacher, PSHE Lead and the governors to ensure the content is appropriate for the age and maturity of your child.

As a school, we are committed to working in partnership with parents. If you would like to find out more or discuss any

concerns, we would like to invite you into school to meet with staff to go through the materials and lesson content in advance. Please contact the school office to arrange this.

You do have a right to withdraw your child from Sex Education lessons.

If you want to use your right to withdraw and DO NOT want your child to take part in the Sex Education lessons as part of our PSHE (including RSE) curriculum please complete the attached form and return to school no later than (Insert date).

Yours sincerely,

Mrs Ramsay

PSHE Lead

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### **Withdrawal from Sex Education**

I DO NOT want my child to take part in Sex Education lessons as part of the PSHE (Including RSE) curriculum

Name of child: \_\_\_\_\_

Class: \_\_\_\_\_

Name of parent: \_\_\_\_\_

Signed and dated: \_\_\_\_\_

*End of Appendix*