

**St Luke's CE Primary School PSHE
policy, including
Relationships and Sex Education**

**Approved by Full Governors June 2020
To be next agreed Autumn 2023**

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1. Introduction

- 1.1 This policy has been drawn up in line with guidance from government regarding statutory changes for September 2020, and the document “Valuing all God’s children” from the Church of England. We recognise the statutory guidance around relationships and mental wellbeing, required from 2020. RSE is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. As well as teaching about relationships and emotions, it is also about the teaching of sex, sexuality and sexual health.
- 1.2 RSE forms part of the PSHE curriculum in our school. When we inform our pupils through sex and relationship education about emotional and sexual issues, we do so with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationships education as a means of promoting sex, or any form of sexual orientation.
- 1.3 We teach about sex in the context of the school’s aims and values framework. These values are examined within the curriculum to enable pupils to understand other people’s values and attitudes, and to gain understanding and clarification about their own. While RSE in our school means we give the children information about sexual behaviour, we do so with awareness of the moral code, and of the Christian values, which underpin all our work in school. In particular we teach about sex in the belief that sex should be taught about in the context of marriage and family life; RSE is part of a wider process of social, personal, spiritual and moral education; children should be taught to have respect for their own bodies; children should learn about their responsibilities to others, and be aware of the consequences of sexual activity; it is important to build positive relationships with others, involving trust and respect; children need to learn the importance of self control.
- 1.4 The teaching of sex and relationships recognises that there are a range of values and morals held within the school community. The aim of sex and relationship education in this school is to encourage pupils to make informed decisions and to provide challenge to enable them to determine their own values within a moral framework. Handling sensitive and controversial issues develops important skills such as listening, arguing a case, dealing with conflict and distinguishing between fact and opinion.

2 Intent

- 2.1 The aim of the PSHE policy is to determine the content and manner in which it is taught in school, and to consider its objectives, both statutory and non-statutory:
 - To cover all statutory objectives, as of September 2020, including relationship education and mental wellbeing.
 - To cover aspects of staying safe in society, both in everyday life, and online.
 - To include additional objectives, not specifically outlined by the government, which are suitable for our school and our children. E.g. Railway safety (see attached curriculum map and government objectives in the appendix).

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- To teach additional, non-statutory content, such as some aspects of sexual education, to upper Key Stage 2 children, in preparation for their transition to High School.

2.2 We therefore teach children about the physical development of their bodies as they grow into adults, the way humans reproduce, respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship, the importance of family life, moral questions, relationships issues, respect for the views of other people, sex abuse, and what they should do if they are worried about any sexual matters.

3 Implementation

3.1 The curriculum is developmental and is mostly taught as part of the PSHE programme. Some elements may be included in other subjects, for example, some of the RSE programme form part of the National Curriculum for Science. RSE is taught by the class teacher, and in some cases the school nurse will have a role to play. Likewise, some lessons may be taken by outside agencies or as workshops during special health days. Most of the classes will be held in mixed groups, although there will be opportunities for single gender discussion and work. Lesson content may vary from class to class depending on the maturity and needs of the different cohorts.

3.2 In short, PSHE and RSE will be taught:

- As topics as part of the PSHE programme
- Through Science (as part of the National Curriculum)
- Through the pastoral system
- Through story time
- Through planned visits by the school nurse, parents, babies etc

3.3 In order to maintain distance and ensure that pupils do not share personal details about themselves or others it is important to establish ground rules at the start of any PSHE or RSE lessons. These can be developed with pupils and should ensure that appropriate language is used in the classroom and that nobody is made to feel uncomfortable or unable to participate. A range of teaching approaches can be used to ensure that pupils feel comfortable discussing sensitive and controversial issues with their peers and with adults.

3.4 Whilst of course teachers will have their own values and beliefs, it is important to maintain a non-judgmental approach, and accept that pupils and their families will have different values and beliefs. Within the school and wider community there will be a range of sexuality and it is important that our curriculum acknowledges the diversity of sexuality within the PSHE and RSE curriculum, in all Key Stages, and whilst acknowledging guidance from the Church of England in the 'Valuing all God's children' document. Resources should reflect different sexualities and different family structures in PSHE lessons about families and relationships. Homophobic language or attitudes should always be challenged.

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- 3.5 Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that s/he may have been a victim on abuse. Teachers will not try to question or investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professional (see also our policy on Child Protection). Although parents and children are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by the pupil. They may seek guidance from the designated person without breaking confidence. Teachers must break confidence if it is an issue of safeguarding or if they think it is in the child's best interest to do so. In seeking to support the welfare of pupils the school will usually inform parents. Occasionally this may be against the wishes of the child and /or may place the child at risk. On these rare occasions the school may act, in the best interests of the child without informing parents.
- 3.6 The following types of assessment will be developed as appropriate to inform policy and practice:
- 1 Pupil self-assessment that will enable the pupil to reflect on their learning experiences and what these mean to his/her understanding beliefs and behaviours.
 - 2 Teacher and pupil assessments on the quality of the learning experience, the level of participation, the use of resource materials and the learning outcomes.
 - 3 The assessment of curriculum experiences outside the classroom in support of pupil's personal and social development
 - 4 Summative assessments will provide evidence on the quality and impact of the programme. These will mainly be anonymised.
- 3.7 In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how our bodies change during puberty, what menstruation is, and how it affects girls. We always teach this with due regard for the emotional development of the children. **See appendix 1 for outline of the Y5/6 units of work and appendix 2 for the terminology used in lessons.**

4 The role of parents / carers

- 4.1 Parents / carers have the right to withdraw their child from all or any part of the Sex and Relationships Programme which is not part of the National Curriculum. Parents wishing to exercise this right are invited to discuss their concerns and arrangements for their child with the class or head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school will always comply with the wishes of parents / carers in this regard.

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- 4.2 Parents will be consulted and given the opportunity to view resources before they are used in class, and will be informed in advance of when specific RSE lessons about sexual intercourse will be taking place in upper Key Stage 2.
- 4.3 This document and the curriculum map for all PSHE will be available to parents online via the school website.

5 Monitoring and Review of this policy

- 5.1 The PHSE co-ordinator monitors the policy and reports to the Curriculum and Community Committee of the governing body. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum and Community Committee gives serious consideration to any comments from parents about the PSHE and RSE programme, and makes a record of all such comments.
- 5.2 This policy will usually be reviewed at least every two years.

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Appendix 1

Sex and Relationships Programme for Y5/6 pupils – Lettered coding relates to statutory objectives from September 2020

The teaching of the programme is deliberately left till the last half term of the school year, when pupils are older and have established a positive relationship with their teachers. A “safe” environment is essential to the success of the programme: children listen to each other, feel able to ask questions, do not “put each other down”, and know that it is OK to laugh and have fun, but not to laugh at other people.

The exact content of each session will vary according to pupils’ experiences and the questions they ask. A question box is used at the end of each session to give pupils the opportunity to submit an anonymous question to be answered at the next session. Teachers do their best to answer all questions related to the session input with sensitivity and care and with appropriate regard for the age and maturity of the children. **Questions relating to issues beyond the lesson input will not be answered in Year 5;** children will either be told that their question will be covered in the Year 6 curriculum, or that they can ask their parent / carer. In Year 6, questions may arise on additional issues to those being covered in the session. Governors have agreed that questions relating to the following issues may be answered: contraception, STDs/HIV/AIDS, miscarriage, still birth and abortion, homosexuality, bisexuality, transgender, masturbation and rape. None of these issues are included in the taught element of the units, but may arise in the question box, often depending on what is the current storyline in soaps or on the news. Any other issues raised will always be referred to the Headteacher to ascertain whether they can be discussed.

In Y5 the boys and girls will be taught separately for the first session on menstruation (Unit 3) as it was felt that they would be more comfortable asking questions in single-sex groups. In Y6 the children are taught in their usual mixed-sex groups with their own class teachers.

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In Y5 we have changed the order of some of the teaching from the BBC materials so that the parts relating to friendships, families, feelings and relationships now come before the parts on reproduction:

Unit 1: Feelings and Keeping Safe C2/ C5/ RR1/ RR2/ RR3/ RR4/ RR7/ I3/ I5/ I7/ RR6/ OR3/ OR4/ BS1/ BS2/ BS3/ BS4/ BS5/ BS6/ BS7/ BS8

This unit deals with the ways in which emotions change as we approach puberty and explores strategies for dealing with feelings about ourselves, our families and others in a positive way. There is an emphasis on respecting the feelings of others and how our actions can affect others.

The unit also deals with personal safety, including online safety and resisting negative influences and peer pressure.

Unit 2: Family Life M1/ M2/ M3/ M4/ M6/ M10/ F1/ F2/ F3/ F4/ F5/ F6

This unit continues to help pupils realise that as they approach puberty their emotions change and it offers tips for happy family living! It stresses the importance of family commitment and the need to make time to enjoy family time together – with the understanding that family units and family patterns are not all the same.

Unit 3: Growing Up Science statutory objectives from National Curriculum

Physical Changes –

- Stages of life from birth to old age
- How girls' and boys' bodies change at puberty (including the fact that this happens at different rates with different people; we are not all the same shape and size, etc). This section refers to the growth of body hair, the enlarging of the penis / testicles and the broadening of shoulders and the deepening of voice for males, the development of breasts, the broadening of hips and the start of periods for females. **This section is repeated in Y6.**
- What is a period? (girls only will go on to look at different forms of sanitary protection) **This is revisited in Y6 using the *Rollercoaster* materials.**
- Keeping clean (this includes the increasing need to wash “bits and pits” as we approach puberty, the need to perhaps use cleansing products on our faces as we get

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greasier skin, the need for boys to clean under the foreskin to prevent infection). **This section is repeated in Y6. [HP1/ HP3/ HP4/ HP5/ HP6/ CH1/ CH2](#)**

Emotional Changes - [M1/ M2/ M3/ M4/ M5/ M6/ M7/ M9/ M10](#)

This revisits how our emotions are affected by puberty, encourages pupils to identify positive things about themselves, to accept compliments, to deal with feelings in a positive way. It looks at how we might start to have “crushes” on people and how we develop different friendships at different times.

Unit 4: the Cycle of Life [CH1/ CH2](#)

This unit explains that the physical changes at puberty are getting the body ready for making babies. It is stressed that whilst our bodies are preparing for this, we are not yet ready for sexual activity and that, indeed, it is against the law for people to have sex before the age of 16. The importance of being committed to a partner in a loving relationship is central to this unit. [BS1/ F1/ F2](#)

The unit includes the act of sexual intercourse, scientifically explained with the use of diagrams and some magnified camera shots (ejaculation, the sperm finding the egg). Reference will be made to “wet dreams” in that ejaculation can occur whilst boys are sleeping and this is nothing to be frightened or embarrassed about – it happens!)

The unit develops to show how the baby grows in the womb and shows a baby being born.

This unit is also repeated in Y6. This is the unit that is not a National Curriculum requirement, but that our governors feel pupils should be taught in order to remove fear and misunderstanding. If parents wish, their child can be withdrawn from this unit.

For Y6, the teaching input does not use video, other than the repetitions of the Y5 materials stated above. Instead, teachers use the *Rollercoaster* materials. These look at physical and emotional changes again, using body outlines, labels, interactive games, etc. More detail is given about the types of sanitary protection available and some of these products are looked at.

Appendix 2

Vocabulary and Terminology – for staff reference

Throughout the units on reproduction and physical changes, correct terminology/vocabulary is used and explained. Some children will already be familiar with this, for others it will be new. The range of vocabulary includes:

Anus: the opening through which solid body waste (poo) leaves the body

Breasts: girls develop these during puberty. Mothers produce milk in these to feed their babies.

Clitoris: a small bump close to the vagina that contains lots of nerve endings and gives sexual feelings

Ejaculation: when sperm erupts from the end of the penis

Erection: when the penis becomes firm and stiff

Fallopian Tubes: the tube down which the egg passes to the uterus

Foreskin: a layer of skin that covers the end of the penis. This might have been removed for health or religious reasons: this is called circumcision

Hormones: chemicals sent from the brain which cause physical and/or emotional responses

Labia: the fleshy “lips” at the opening to the vagina

Ovary: the place where eggs are produced

Ovulation: when a ripe egg is released

Penis: the organ that hangs in front of the scrotum

Pubic hair: grows as you get older to cushion and protect the genitals

Scrotum: a sack of soft skin that covers and protects the testicles

Smegma: a cheesy substance that can form under the foreskin and should be cleaned away to avoid infection/discomfort

Sperm/Semen: semen is the milky sticky liquid containing sperm which comes out of the penis on ejaculation

Testicles: “balls” inside the scrotum, about the size of grapes or marbles when a boy is young. After puberty they become larger and make sperm

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Urethra: in females, the opening that urine (wee) comes out of; in males, the narrow tube inside the penis that carries sperm/urine out of the body

Uterus/Womb: the place where a baby grows from a fertilised egg. When an egg is not fertilised, the lining of the womb is shed each month. This is called having a period.

Vagina: the opening passage through which menstruation takes place, in which sexual intercourse takes place and through which a baby is born

Vulva: the name of the whole area of female genitals

Wet Dream: when ejaculation takes place during sleep

Statutory requirements from September 2020 with year groups covering in red font

By the end of primary school:

Mental wellbeing (M)

Pupils should know:

1. that mental wellbeing is a normal part of daily life, in the same way as physical health **1 2 4**
2. 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 **1 2 4**
3. 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 **1 2 4**
4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate **2 4 5**
5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness **1 2 3 4 5**
6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests **2**
7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support **1 2 6**
8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing **1 3**
9. 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) **1 2 3**
10. 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 **5**

Internet safety and harms (I) **ALL YEAR GROUPS - ONGOING**

Pupils should know:

1. that for most people the internet is an integral part of life and has many benefits
2. 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

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3. 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
4. why social media, some computer games and online gaming, for example, are age restricted
5. 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
6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
7. where and how to report concerns and get support with issues online

Physical health and fitness (P)

Pupils should know:

1. the characteristics and mental and physical benefits of an active lifestyle 4 5 6
2. 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 1 5
3. the risks associated with an inactive lifestyle (including obesity) 1 5
4. how and when to seek support including which adults to speak to in school if they are worried about their health 1 3 4 5 6

Healthy eating (H)

Pupils should know:

1. what constitutes a healthy diet (including understanding calories and other nutritional content) 1 4
2. the principles of planning and preparing a range of healthy meals 5 6
3. 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) 1 2 3

Drugs, alcohol and tobacco (D)

Pupils should know:

1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 1 4 5 6

Health and prevention (HP)

Pupils should know:

1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body 4 5

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2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer 4
3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn 4
4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 1 4
5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 1 5 6
6. the facts and science relating to allergies, immunisation and vaccination **ONGOING. EG. FLU JAB**

Basic first aid (FA)

Pupils should know:

1. how to make a clear and efficient call to emergency services if necessary 1 2 3 4 5 6
2. concepts of basic first-aid, for example dealing with common injuries, including head injuries 6

Changing adolescent body (CH)

Pupils should know: **YEAR 5 AND 6**

1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
2. about menstrual wellbeing including the key facts about the menstrual cycle

Families and people who care for me (F)

Pupils should know:

1. that families are important for children growing up because they can give love, security and stability 1 3 4
2. 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 1 3
3. 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 1 3
4. 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 6

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5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 4 5 6
6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 5 6

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.

Caring friendships (C)

Pupils should know:

1. how important friendships are in making us feel happy and secure, and how people choose and make friends 1 2 3 4
2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 1 2 3 4
3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 1 2 3 4
4. 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 1 2 4
5. 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 1 2 5 6

Respectful relationships (RR)

Pupils should know:

1. 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 2 3 4 5 6
2. practical steps they can take in a range of different contexts to improve or support respectful relationships 2 3
3. the conventions of courtesy and manners 3 6
4. the importance of self-respect and how this links to their own happiness 2 3 4
5. 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 3
6. 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 2
7. what a stereotype is, and how stereotypes can be unfair, negative or destructive 2 4 6

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8. the importance of permission-seeking and giving in relationships with friends, peers and adults **1 2 3 4 5 6**

Online relationships (OR) ALL YEAR GROUPS

Pupils should know:

1. that people sometimes behave differently online, including by pretending to be someone they are not
2. 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
3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
5. how information and data is shared and used online

Being safe (BS)

Pupils should know:

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) **1 2 3**
2. 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 **1 2 3 5**
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact **1 2 3**
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know **3**
5. how to recognise and report feelings of being unsafe or feeling bad about any adult **1 3**
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, **3**
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so **CHILDLINE AND NSPCC ASSEMBLIES ANNUALLY 1 2 3 4 5 6**
8. where to get advice, for example family, school or other sources **1 2 5**

Appendix 4 Science objectives covered in PSHE and Relationships

Year 5 science objectives from the National Curriculum programme of study

Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Notes and guidance (non-statutory)

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Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 science objectives from the National Curriculum programme of study

Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Notes and guidance (non-statutory)

Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Appendix 5 below -curriculum map for each year group with related codes to statutory requirements

YEAR 1		
TERM	OBJECTIVES	
AUT 1	<p>I can name the main parts of the body P4</p> <p>I know the differences between boys and girls</p> <p>I know which parts of my body are private BS1, BS2, BS3</p> <p>I understand that babies become children and then adults</p> <p>I know how to look after my body P2, P3</p> <p>I know the role of medicines in promoting health and the reasons why people use them D1</p> <p>I know the school rules about personal hygiene and medicines D1 HP5</p> <p>I know that there are healthy and less healthy drinks and some drinks that are for adults (E.G. coffee, alcohol) H1</p> <p>I recognise the need for safety rules – i.e. road, cycles, fire, rail, water, school environment, playground and home</p> <p>I know there are people and services who can help us BS8 BS7</p> <p>I know who to go to if I need help BS8 M9</p> <p>I understand there are good and not so good secrets BS2</p>	
AUT 2	<p>I can express a simple opinion, agreement and disagreement</p> <p>I can ask questions</p> <p>I know that we have to pay for what we buy</p> <p>I can name some charities and explain what they do</p> <p>I know that money can come from different sources and can be used for different things</p> <p>I understand the consequences of losing money</p> <p>I know that there are some things people have to buy and other things that we choose to buy</p> <p>I understand that it may not be possible to have everything you want M4</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p>	

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YEAR 2		
TERM	OBJECTIVES	
AUT 1	<p>I can take part in discussions/simple debate with others about topical issues</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs M1</p> <p>I can contribute to the life of the class and the school M5</p> <p>I know that I belong to different groups and communities i.e. school, family M5 M6 M7</p> <p>I know what can be harmful to the environment</p> <p>I know some ways to look after my environment</p> <p>I know that "The Lottery", "Scratch cards" etc are gambling</p> <p>I can recognise the coins and notes we use</p> <p>I know different ways that money can be looked after</p> <p>I know some of the essentials that have to be paid for</p> <p>I know some ways that we can pay for things</p> <p>I can choose the correct value of coins and calculate the value of small amounts of change</p>	
AUT 2	<p>I can listen to other people. C1 C2 C4 RR2</p> <p>I can recognise and name my feelings C4 M2</p> <p>I can recognise and say what I like and dislike</p> <p>I can identify positive ways to face new challenges and be prepared for the transition to KS2</p> <p>I can recognise and say what is fair and unfair, right and wrong C5 C3</p> <p>I can recognise, name and deal with their feelings in a positive way M2 M3 M4 RR8</p> <p>I begin to recognise the range of human emotions and some ways to deal with these M4 RR2</p> <p>I can say what I am good at RR4</p> <p>I can set a simple goal</p> <p>I can say how I can learn from my experiences</p> <p>I can listen to others and respect their viewpoints C1 C2 C4</p> <p>I can identify and respect differences and similarities between people RR1 RR7</p> <p>I know that there are different types of bullying and teasing RR6</p> <p>I know that bullying is wrong and know how to deal with bullying behaviours RR6 C5</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p>	

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YEAR 3		
TERM	OBJECTIVES	
AUT 1	<p>I can understand that money is not infinite</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money</p> <p>I know there are different ways to access money, including earning it through work</p> <p>I know that it is possible to keep money safe by putting it into an 'account' in the bank</p> <p>I know how I can save money for future spending</p> <p>I am able to make comparisons between prices when deciding what is the best 'value for money'</p>	
AUT 2	<p>I can participate in making and changing rules</p> <p>I know why different rules are needed in different situations</p> <p>I know that choices we make can impact on the local and global communities M5</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I can use the internet purposefully to answer specific questions.</p> <p>I know that not everything on the internet is true</p> <p>I know the difference between communicating using email and online in a discussion forum</p> <p>I am able to send suitable and purposeful emails</p> <p>I can demonstrate an understanding of E-safety when communicating online</p> <p>I can describe how my body has changed since I was a baby</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p>	

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YEAR 4		
TERM	OBJECTIVES	
AUT 1	<p>I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media M1 M2 M3 M4 M5 M6 M7 P1 P2 P3</p> <p>I can make informed choices about healthy eating and exercising H1 H2 H3 P1 P2 P3</p> <p>I feel good about myself and my body RR4</p> <p>I know the importance of taking care of my own body HP1 HP2 HP3 HP4 H5</p> <p>I know I have the right to protect my body from inappropriate and unwanted contact BS1 BS2 BS3 BS4</p> <p>I understand the language used to describe changes and feelings M1 M3</p>	
AUT 2	<p>I can respond appropriately to other people's feelings C1 C2 C3 RR8</p> <p>I can acknowledge that others have different points of view C4</p> <p>I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from me RR1</p> <p>I can express my views confidently, when communicating with my peers and adults</p> <p>I can identify positive ways to face new challenges</p> <p>I can identify positive things about my own and others' achievements</p> <p>I can recognise the worth of other people</p> <p>I am aware of different types of relationships including those between friends and families, civil partnerships and marriage RR1 F1 F5</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p>	

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YEAR 5		
TERM	OBJECTIVES	
AUT 1	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses HP1</p> <p>I can identify a range of risks connected to realistic and relevant drug situations for my age D1</p> <p>I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences</p> <p>I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' C5 BS2</p> <p>I know who to go to if I need help FA1 P4 BS7 BS8</p>	
AUT 2	<p>I know about the range of jobs carried out by people in the local community and their earning potential</p> <p>I am able to plan for future spending</p> <p>I understand how and why people save</p> <p>I can differentiate between essentials and desires – needs and wants</p> <p>I understand 'value for money' and can make informed choices to get 'value for money'</p> <p>I can identify and manage feelings about money M4</p> <p>I understand who and where I can go to borrow money</p> <p>I know how to access local and national support groups BS5</p> <p>I can talk and write about my opinions</p> <p>I know that circumstances in other countries and cultures may be different from our own RR1</p> <p>I know about Fair Trade and what it means</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions M5</p> <p>I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices M5</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally M5</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances</p> <p>I can recognise and challenge stereotypes</p> <p>I know where to find impartial advice to inform my decision making BS8</p>	
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week</p> <p>Railway safety (Network rail)</p> <p>RNLI – Beach safety</p>	

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YEAR 6	OBJECTIVES
TERM	
AUT 1	<p>I can manage my time to include regular exercise P1 P2 P3</p> <p>I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders, managing finances etc M1 M2</p> <p>I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing. D1</p> <p>I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks</p> <p>I know the dangers from handling discarded syringes and needles</p> <p>I know basic emergency aid procedures and where to get help FA1 FA2 P4</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences</p>
AUT 2	<p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know RR8</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences C1 C2 C3 C5</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way CH1 CH2 CH3</p> <p>I am able to recognise and challenge gender stereotypes RR7</p> <p>I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help M7</p> <p>I know some of the ways that people show they love and care for each other in a relationship</p> <p>I understand that there are different types of adult relationship F5 F1 F2 F3</p> <p>I can explain the qualities of a positive relationship</p> <p>I understand that families are important for having babies and bringing them up F1 F5</p> <p>I understand that abuse in relationships is against the law and know where people can go for help in this situation BS7 BS8</p> <p>I know that civil partnerships and marriage are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>I can identify positive ways to face new challenges and be prepared for the transition to Key Stage 3</p> <p>I can identify positive things about myself and my achievements and set personal goals</p> <p>I can recognise the difference between aggressive and assertive behaviour</p>
ADDITIONAL COVERAGE	<p>E-safety ongoing throughout the year I1 I2 I3 I4 I5 I6 I7 OR OR2 OR3 OR4 OR5</p> <p>Anti-bullying week Body image workshop Sefton staying safe workshop (drugs, knife crime)</p> <p>Railway safety (Network rail) RNLI – Beach safety</p>