



# Shardlow Primary School

Aspire Achieve Thrive



## Personal, Social, Health Education (PSHE) Policy incorporating Relationships & Health Education (RSE)

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| <b>Approved by:</b>  | Local Governing Body                                 |
| <b>Date:</b>         | October 2025                                         |
| <b>Minute no:</b>    | Out of Committee - TBC                               |
| <b>Version:</b>      | V2                                                   |
| <b>Review cycle:</b> | Annual<br>Next review Spring 26<br>(new legislation) |



## Version Control

| Version | Date     | Author   | Changes                                                                     |
|---------|----------|----------|-----------------------------------------------------------------------------|
| V1      | 2022     | M Davies | Updated to reflect latest DfE statutory requirements<br>Parent Consultation |
| v2      | Oct 2025 | R Peach  | Updated formatting and refreshed PSHE content.                              |
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|         |          |          |                                                                             |

## Contents

|                                         |   |
|-----------------------------------------|---|
| 1. Introduction.....                    | 3 |
| 2. The PSHE curriculum.....             | 5 |
| 3. Relationships and Sex Education..... | 6 |
| 4. Policy Monitoring & Review.....      | 9 |

Appendix 1 – Two-year rolling programme of topics from the ‘PSHE Matters’ scheme of work.

Appendix 2 - Relationships, Sex and Health Education – End of Primary School Objectives

Appendix 3 - Overview of CWP units of work

## 1. Introduction

- 1.1 At Shardlow Primary School, Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. PSHE enables students to understand and respect our common humanity: its diversity and its differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning.
- 1.2 Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.
- 1.3 PSHE helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- 1.4 PSHE doesn't just exist within the curriculum. The wide range of activities and experiences that Shardlow school offers beyond the curriculum in which pupils contribute to their school life and community, are a key part of PSHE. For truly effective PSHE, the whole school ethos supports the curriculum and principles. Our children are expected to demonstrate considerate, thoughtful and respectful attitudes. They are helped in this by our ‘Shardlow Spirits’, these are: Independence, Open-mindedness, Respect and Responsibility, Confidence and Motivation.

### Our Vision

- 1.5 At Shardlow Primary School, Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.
- 1.6 PSHE at Shardlow allows our learners to be:

**Confident:** learning for long term memory strategies which ensure they are confident in their next steps of learning within the PSHE curriculum and apply these skills to other areas of the curriculum and life. Pupils take risks building their resilience and flexibility within learning all areas of our PSHE curriculum.

**Independent:** using a carefully planned progression using our PSHE curriculum map. We use PSHE Matters resources to create deep thinkers and answer the bigger questions through independent thoughts and research.

**Motivated:** using rich and stimulating resources which deepen their thinking and discussions whilst creating a thirst for new knowledge and skills.

**Open-minded:** able to access experiences which deepen their learning. Through daily assemblies within the school where we focus on particular global/local issues.

**Responsible and respectful:** learning through a curriculum that provides access to different perspectives; teaching empathy, understanding and kindness to everyone no matter their differences and diversity.

## **Roles and Responsibilities**

- 1.7 The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children's Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

## **Legislation (Statutory Regulations and Guidance)**

- 1.8 Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 state that from September 2020, all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education RSE (in secondary schools). It is compulsory for all schools to teach Health Education. The parental right to request to withdraw pupils from RSE (but not Relationships or Health Education) remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. At Shardlow, we aim to meet the needs and interests of all pupils, irrespective of age, gender, gender identity, sexuality, ethnicity, religion, disability or learning need. At Shardlow we believe it is important to ensure that the PSHE curriculum meets the need of every pupil under the Equality Act of 2010.
- 1.9 The objectives of PSHE are to enable the children to:
- To recognise their own worth;
  - To work well with others;
  - To develop positive relationships and respect for others;
  - To develop and recognise British values
  - To understand our common humanity, diversity and differences;
  - To know and understand what constitutes a healthy lifestyle;
  - To develop safety awareness;
  - To be positive and active members of a democratic society;
  - To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
  - To form good relationships with other members of the school and the wider community.

## **Teaching and learning styles**

- 1.10 We use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour. Children take in different roles of responsibility during their school life.

## **2. The PSHE curriculum**

- 2.1 We teach PSHE in a variety of ways. Some of the objectives are covered in dedicated PSHE times. During PSHE lessons we use the Derbyshire County Council 'PSHE Matters' scheme of work. See appendix 1 for the breakdown of the two-year rolling plan of topics taught.
- 2.2 These areas tie into the Religious Education scheme and support the British values which we wish to instil in our children. The different skills are focussed upon termly in specific class sessions, as part of RE and in assemblies. The children are rewarded for demonstrating these skills.
- 2.3 Children are taught about health and life cycles in a way which reflects their age range and understanding. This education supports them in being healthy, in looking after their bodies, in understanding their bodily changes and procreation. This education will focus on keeping them safe and instil in them an understanding that they should respect their own and other people's bodies. We will be mindful of religious sensitivities in these areas.
- 2.4 Reproduction, growth and life cycles are also covered through the science curriculum.
- 2.5 Online safety is taught throughout our computing curriculum as well as explicitly within our PSHE curriculum. We feel it is important that this is interwoven in all curriculum areas.

### **P.S.H.E. in the Early Years and Foundation Stage**

- 2.6 P.S.H.E. is referred to as P.S.E.D. (Personal, Social and Emotional Development). The aspects include:
- Self-confidence and self-awareness
  - Managing feelings and behaviour
  - Making relationships
- 2.7 At Shardlow, we use the Derbyshire approved scheme of work called PSHE Matters and this is a whole school approach. (EYFS to Year 6)
- 2.8 It is also covered through the Physical Development area of work. This aspect covers:
- Health and self-care
- 2.9 PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities

## **Teaching PSHE to children with SEND**

- 2.10 At Shardlow Primary School, we teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children, including those who are gifted and talented or have learning difficulties. When teaching PSHE we take into account the targets set for the children in their Individual Education Plans and learning programmes.
- 2.11 Our PSHE programme is linked to the Prevent programme to ensure that the children at an appropriate age are aware of the dangers of radicalisation.

## **Assessment and Recording**

- 2.12 Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. We use cover pages for each of the topics and these are used throughout the school.

## **Resources**

- 2.13 There is an electronic copy of the 'PHSE Matters' scheme of work available on the Team Shardlow onedrive. There is a hard copy available in Derwent Class, which also contains other texts relating to the 'PHSE Matters' curriculum and any other books deemed to be useful in teaching the PHSE curriculum.

## **3. Relationships and Sex Education**

### **Defining Relationships and Sex Education (RSE):**

- 3.1 The [DfE guidance](#) defines Relationships, Sex and Health Education (RSE) as "lifelong learning about physical, moral and emotional development."
- 3.2 Each strand in the curriculum strengthens a child's understanding around the importance of family life, as well as of stable and loving relationships, respect, self-love, and care. The teaching of Sex Education involves learning about sexuality, sexual health, and increasing awareness for safe and healthy relationships and lifestyles. Within both strands, children will regularly acquire information and explore current issues and values associated with relationships and sex in the world today.
- 3.3 It is important to emphasise that our RSE curriculum is not about the promotion of sexual orientation or sexual activity as this would be inappropriate teaching. Research demonstrates that a good, comprehensive RSE curriculum does not make young people more likely to become sexually active at a younger age, but in fact that sharing knowledge around sex and relationships can help prevent this and identify child protection issues in young children.

### **Organisation of our Relationships, Sex and Health Education Curriculum:**

- 3.4 At Shardlow Primary School, we believe in providing a broad and balanced curriculum for

our pupils that also involves a comprehensive Relationships, Sex and Health Education (RSHE) scheme of work. We have carefully planned and implemented content and materials at our school which meet the curriculum objectives set out in the statutory guidance (see Appx 2)

- 3.5 The skills and knowledge outlined in the statutory curriculum are predominantly taught within the children's PSHE (Personal, Social, Citizenship and Health Education) sessions. At times, some aspects of the Relationships and Health Education curriculum are taught as stand-alone lessons or as a sequence of lessons where appropriate. As a school, we believe focusing on some objectives discretely allows children to understand and delve deeper into the importance of the content and also ensures the objectives are provided with the priority they need in our school community.
- 3.6 All children receive a weekly PSHE lesson. These lessons are taught for a minimum of 30 minutes using the Derbyshire County Council PSHE Curriculum for Primary Schools called 'PSHE Matters.' Following this scheme, ensures that we cover all of the Relationships and Health knowledge and skills set out in the PSHE Association guidance. Alongside this scheme, we also use additional RSE lessons from the Christopher Winter Project (CWP), to ensure objectives are given the depth and breadth that they require (see Appendix 2) The Christopher Winter programme reflects the recent developments in the RSE and Science National Curriculum and has been quality assured by the PSHE Association.
- 3.7 **PSHE Association Training and Development Lead, Jenny Barksfield states:** "We awarded the Christopher Winter Project's 'Teaching SRE with confidence in Primary Schools' our quality mark as it achieves exactly what it says on the tin. It provides everything a primary practitioner would need to be confident that the SRE they are providing is comprehensive, balanced, developmental and in line with the best practice in PSHE teaching and learning. The lessons incorporate a wide variety of learning activities and a range of assessment opportunities."
- 3.8 We believe that the Christopher Winter Project (CWP) resources are appropriate to the age and emotional maturity of the pupils in our school. The resources are also supportive towards the Year 6 pupils, covering the non-statutory elements of the Sex Education Curriculum in a child friendly manner.

### **Language and Terminology:**

- 3.9 Guidance set out by the DfE recommends that using medically correct language within relationships and sex education lessons is the vital for promoting good practice across primary and secondary schools. The Department for Education (DfE) suggests that using the correct terminology acts as an opportunity to safeguard children as it supports them with their ability to communicate with health professionals throughout their lifetime.
- 3.10 Within our school, children will gradually be taught the anatomical terms for body parts from Year 1. Slang, or everyday common terminology will also be discussed, and part of our discussions will surround what is deemed acceptable and unacceptable language to be used.
- 3.11 Below you will find an agreed list of vocabulary which will be used at an age-appropriate level. This vocabulary is taken from our Christopher Winter curriculum and shows some of the vocabulary children will learn during their RSE lessons.

**EYFS:** Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, step-mum, stepdad, foster mum, foster dad.

**Year 1:** Friends, feelings, similar, different, family, boy, girl, male, female, private parts.

**Year 2:** Similar, different, sex, gender roles, stereotypes, teats, udders, boy, girl, male, female, unique, private parts, penis, vulva, testicles.

**Year 3:** Unique, personal space, physical contact, consent, stereotypes, gender roles, similar, different, male, female, private parts, penis, vulva, vagina, uterus, testicles, family, fostering, adoption, relationship.

**Year 4:** Puberty, lifecycle, teenager, adult, changes, changes, feelings, bodies, female, male, private parts, reproduction, reproduce, penis, vulva, vagina, uterus, testicles physical, breasts, sperm, egg, pubic hair, emotional, feelings, responsibility

**Year 5:** Puberty, physical changes, emotional changes, female, male, hormones, ovaries, uterus, vagina, penis, testicles, eggs, sperm, reproductive organs, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.

**Year 6:** Puberty, changes, female, male, reproduction, reproductive parts, communication, permission, touch, womb, sperm, egg, conception, fertilisation, pregnancy, sex, marriage, twins, IVF, sperm donor, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety. sexual intercourse (this can be withdrawn from)

### **Delivery of Relationships, Sex and Health Education:**

3.12 We teach Relationships, Sex and Health Education in the context of the school's aims, ethos, and values, promoting respect for self and others, responsibility for own actions as well as the promotion of positive relationships with family, friends, and others. Whilst Relationships and Sex Education in our school means that we give children information about the way relationships develop and grow over time from childhood through to adult relationships, we do so with an awareness of the moral code and values which underpin all work in school. Our RSE content is taught by teachers across several identified subjects. This involves linking our subject with the National Curriculum for Science, PSHE, Physical Development (PE) and Computing. Since Relationships and Sex Education incorporates the development of self-esteem and relationships, pupil's learning does not simply take place only within the taught curriculum, but instead through all aspects of school life. Where appropriate, outside visitors and professionals may be invited to further enrich the RSE curriculum through direct classroom input or through whole-school assemblies.

### **Answering difficult questions:**

3.13 Primary-aged pupils will often ask their teachers and other adults questions relating to the content covered within their Relationships, Sex or Health lessons. Where reasonable questions are asked, teachers will attempt to answer pupils questions and concerns in a sensitive, age and development appropriate manner. Occasionally, children may ask spontaneous questions which go beyond what is set out in our RSE curriculum. In this



instance, teachers will follow a range of simple steps to help answer the question directly with the pupil(s). Where teachers are uncertain about how to answer a question, the discussion and situation will be referred to the Relationships and Sex Education Lead or a designated member of the safeguarding team.

### **Equal Opportunities:**

- 3.14 Every child has an entitlement to access the RSE curriculum without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, which specifically outlines that all pupils should have the opportunity to fully participate in RSE lessons regardless of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.
- 3.15 The school is fully committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. Teachers and wider staff will ensure that children with any specific learning needs are catered for within a lesson and that these children are reviewed on a case-by-case basis and discussed with the parent/carer where necessary. Adaptions to a lesson may be witnessed in the form of providing additional support to a child who requires help with communication or by breaking down a lesson into a multi-sensory approach in order for children to engage.
- 3.16 Inclusive RSE will foster good relationships between pupils, tackle all types of prejudice – including homophobia and will promote understanding and respect. Our curriculum will approach this within the context of family life, taking care to ensure there is no stigmatisation of children based on their home circumstances (different family set ups) along with reflecting sensitively that some children may have a difference structure of supporting around them (looked after children or young carers). Our curriculum will also encourage children to be respectful of the differences between boys and girls but in a manner, which is careful not to assume that boys and girls have distinct characteristics which can lead to negative stereotyping. We will discourage negative characterisation of genders and dispel any manifestations of discrimination from an early age.

### **Parental Right to Withdraw:**

- 3.17 As of the Summer Term 2021, Relationships, and Health Education became a statutory subject in primary schools and therefore you do not have the right to withdraw your child from any of their relationships or health lessons. Parents/carers cannot also withdraw their child from the statutory sex education content, which is included in the Science National Curriculum, this includes content on human development, including puberty and reproduction. Year 6 Parents do however have the right to withdraw their child from some or all of the sex education delivered as part of the non-statutory RSE.
- 3.18 Pupils may be withdrawn from the following objectives:
- Know some basic facts about conception and pregnancy
  - Talk about reproduction with confidence

## **4. Policy Monitoring & Review**

- 4.1 This policy must be reviewed **annually** and updated as necessary to meet statutory requirements.

- 4.2 The RSE policy and curriculum is reviewed by the Headteacher, Curriculum Lead, RSE Co-ordinator and the local governing body and we will seek the views of parents and carers and relevant stakeholders through consultation as required, whenever changes to the curriculum or delivery are being considered.
- 4.3 Consultation takes place in the following ways: parent/carers surveys, discussions with staff as well as focus group meetings with parents/carers. Views and opinions are considered and are used to shape our curriculum approaches.
- 4.4 This policy was last consulted on with the whole school community and key stakeholders in 2022. It is due for a major review in Spring 2026 to meet changing statutory requirements effective from Sept 2026.
- 4.5 The PDHE & RSE policy is free of charge to interested parties via the school office.

**Two-year rolling programme of topics from the 'PSHE Matters' scheme of work.**

This diagram shows the two-year rolling programme of topics from the 'PSHE Matters' scheme of work.

|                                |                     | <b>Autumn 1</b>               | <b>Autumn 2</b>               | <b>Spring 1</b>       | <b>Spring 2</b>              | <b>Summer 1</b>               | <b>Summer 2</b>           |
|--------------------------------|---------------------|-------------------------------|-------------------------------|-----------------------|------------------------------|-------------------------------|---------------------------|
| <b>Trent<br/>(Reception)</b>   | <b>Year A&amp;B</b> | Being me and<br>Being Healthy | Relationships and<br>Bullying | Exploring<br>Emotions | Differences and<br>Diversity | Being Safe and<br>Responsible | Growing Up and<br>Changes |
| <b>Derwent<br/>(Y1&amp;2)</b>  | <b>Year A</b>       | Being Healthy                 | Relationships                 | Exploring<br>emotions | Difference and<br>diversity  | Being responsible             | Bullying matters          |
|                                | <b>Year B</b>       | Being me                      | Growing up                    | Changes               | Drug Education               | Money Matters                 | Being safe                |
| <b>Erewash<br/>(Y3&amp;4)</b>  | <b>Year A</b>       | Being Healthy                 | Relationships                 | Exploring<br>emotions | Difference and<br>diversity  | Being responsible             | Bullying matters          |
|                                | <b>Year B</b>       | Being me                      | Growing up                    | Changes               | Drug Education               | Money Matters                 | Being Safe                |
| <b>Ockbrook<br/>(Y5&amp;6)</b> | <b>Year A</b>       | Being Healthy                 | Relationships                 | Exploring<br>Emotions | Difference and<br>Diversity  | Being Responsible             | Bullying Matters          |
|                                | <b>Year B</b>       | Being Me                      | Growing up                    | Changes               | Drug Education               | Money Matters                 | Being Safe                |

## Relationships, Sex and Health Education – End of Primary School Objectives

Throughout your child's time at Shardlow, they must engage with the statutory Relationships and Health Education. Below you will find a breakdown of the objectives we will cover by the end of Year 6.

### Relationships:

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Families and people who care for me</b> | <p>Pupils should know</p> <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<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</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> |
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| <b>Caring friendships</b> | <p>Pupils should know</p> <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> <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 or advice from others, if needed.</li> </ul> |
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| <b>Respectful relationships</b> | <p>Pupils should know</p> <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> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
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| <b>Online relationships</b> | <p>Pupils should know</p> <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> |
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| <b>Being safe</b> | <p>Pupils should know</p> <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> <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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## Health:

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| <b>Mental wellbeing</b> | <p>Pupils should know</p> <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 wellbeing 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 wellbeing.</li><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 wellbeing 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> |
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| <b>Internet safety and harms</b> | <p>Pupils should know</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 know how 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> |
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| <b>Physical health and fitness</b> | <p>Pupils should know</p> <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>              | <p>Pupils should know</p> <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>  | <p>Pupils should know</p> <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>                                                                                                                                                                                                                                                                                                                                                                                           |



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| <b>Health and prevention</b> | <p>Pupils should know</p> <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> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul> |
| <b>Basic first aid</b>       | <p>Pupils should know:</p> <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <b>Changing adolescent body</b> | <p>Pupils should know:</p> <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> |
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## Overview of CWP units of work

| EYFS                                                                                                                                                                                                                                                | Year 1                                                                                                                                                                     | Year 2                                                                                                                                                                                               |
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| <u>Family and Friendship</u> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Being Kind</li> <li>• Families</li> </ul>                                                                                                       | <u>Growing and Caring for Ourselves</u> <ul style="list-style-type: none"> <li>• Different Friends</li> <li>• Growing and Changing</li> <li>• Families and Care</li> </ul> | <u>Differences</u> <ul style="list-style-type: none"> <li>• Differences</li> <li>• Male and Female Animals</li> <li>• Naming Body Parts</li> </ul>                                                   |
| Year 3                                                                                                                                                                                                                                              | Year 4                                                                                                                                                                     | Year 5                                                                                                                                                                                               |
| <u>Valuing Differences and Keeping Safe</u> <ul style="list-style-type: none"> <li>• Body Differences</li> <li>• Personal Space</li> <li>• Help and Support</li> </ul>                                                                              | <u>Growing Up</u> <ul style="list-style-type: none"> <li>• Changes</li> <li>• What is Puberty?</li> <li>• Healthy Relationships</li> </ul>                                 | <u>Puberty</u> <ul style="list-style-type: none"> <li>• Talking about Puberty</li> <li>• The Reproductive System</li> <li>• Help and Support</li> <li>• Additional - Respect and Equality</li> </ul> |
| Year 6                                                                                                                                                                                                                                              |                                                                                                                                                                            |                                                                                                                                                                                                      |
| <u>Puberty, Relationships and Reproduction</u> <ul style="list-style-type: none"> <li>• Puberty and Reproduction</li> <li>• Communication in Relationships</li> <li>• Families, Conception and Pregnancy</li> <li>• Online Relationships</li> </ul> |                                                                                                                                                                            |                                                                                                                                                                                                      |