

# Lovers' Lane Primary and Nursery School



## **Life Skills (including RSE) Policy**

Date Reviewed: September 2022

# Life skills- PSHE, Including RSHE Policy

## Introduction

Lovers' Lane Primary School is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. Within our diverse and inclusive community, we aim to nurture individuals and develop pride and mutual respect for each other and our school through our core values - **Show Respect**, **Work together**, **Aspire** and **Nurture**.

The central vision for our school continues to a place “Where every child shows respect, works together, aspires and is nurtured, safe and can achieve their potential with confidence and pride.”

In ‘Life-skills’, we will encompass all areas of Personal, Social, Health and Economic education; Relationships and Sex education; British Values and Spiritual, Citizenship, Moral, Social and Cultural development.

## Objectives and rationale

“Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.” QCA

This policy sets out the School's approach to Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE) delivery. From April 2021, Relationships and Health Education will be compulsory for **all** pupils receiving primary education.

As a school, we wholeheartedly support the philosophy of RSHE (Relationships, Sex, Health Education) and believe it is best taught as part of PSHE and citizenship education. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

At Lovers' Lane, we value the many different cultures, and religions that make us a diverse school. RSE and PSHE are taught in a way which is complimentary to the wider ethos, values and principles of our school.

RSHE education provides a significant contribution to the schools' responsibility to:

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote community cohesion
- provide careers education
- provide relationships and sex education (RSE)
- The policy is informed and underpinned by our Swan Values- **Show Respect**, **Work together**, **Aspire** and **Nurture**.

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

Relationships and health education is compulsory in all primary and secondary schools. Sex education is currently **not** compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

As a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

## **Policy development process**

This policy was formulated with input from;

- Members of staff – through regular agenda items at staff meetings, consultation documents, surveys
- Governors – Governor consultation and feedback.
- Parents will be informed about the policy through the school website and parent newsletters. They will be invited to comment and give feedback to aid in its creation and implementation, as we recognise that parents and families are one of the most important providers of meaningful PSHE education and guidance.
- Children – pupils contributed to the development of the policy through circle time discussions and questionnaires etc.
- Where possible, other partners such as visiting external providers in school; health, police, wider community, faith groups

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance. The Policy is available on the school website and a printed copy is available from the school office.

## Our PSHE/ RSE Curriculum

At Lovers' Lane, we follow a progressive PSHE and RSE scheme called 'You, me, PSHE'.

The topics included are:

- Careers
- Drug, alcohol and tobacco education
- Financial capability and economic wellbeing
- Identity, society and equality
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Living and growing

At Lovers' Lane, all staff prioritise the well-being of our children and families. Staff will provide personalised PSHE or RSE education where appropriate through a variety of strategies, including stories, circle times, discussions and Take 5 breathing.

### Whole school curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Physical health and wellbeing</b> Fun times	<b>Physical health and wellbeing</b> What keeps me healthy?	<b>Drug, alcohol and tobacco education</b> Tobacco is a drug	<b>Identity, society and equality</b> Democracy	<b>Physical health and wellbeing</b> In the media	<b>Relationships and health education</b> Healthy relationships
Autumn 2	<b>Keeping safe and managing risk</b> Feeling safe	<b>Mental health and emotional wellbeing</b> Friendship	<b>Keeping safe and managing risk</b> Bullying – see it, say it, stop it	<b>Drug, alcohol and tobacco education</b> Making choices	<b>Identity, society and equality</b> Stereotypes, discrimination and prejudice	<b>Relationships and health education</b> Healthy relationships
Spring 1	<b>Identity, society and equality</b> Me and others	<b>Relationships and health education</b> Boys and girls, families	<b>Mental health and emotional wellbeing</b> Strengths and challenges	<b>Physical health and wellbeing</b> What is important to me?	<b>Keeping safe and managing risk</b> Making safer choices	<b>Drug, alcohol and tobacco education</b> Weighing up risk
Spring 2	<b>Drug, alcohol and tobacco education</b> What do we put into and on to bodies?	<b>Relationships and health education</b> Boys and girls, families	<b>Identity, society and equality</b> Celebrating difference	<b>Keeping safe and managing risk</b> Playing safe	<b>Mental health and emotional wellbeing</b> Dealing with feelings	<b>Identity, society and equality</b> Human rights
Summer 1	<b>Mental health and emotional wellbeing</b> Feelings	<b>Keeping safe and managing risk</b> Indoors and outdoors	<b>Careers, financial capability and economic wellbeing</b> Saving, spending and budgeting	<b>Relationships and health education</b> Growing up and changing	<b>Drug, alcohol and tobacco education</b> Different influences	<b>Mental health and emotional wellbeing</b> Healthy minds
Summer 2	<b>Careers, financial capability and economic wellbeing</b> My money	<b>Drug, alcohol and tobacco education</b> Medicines and me	<b>Physical health and wellbeing</b> What helps me choose?	<b>Relationships and health education</b> Growing up and changing	<b>Careers, financial capability and economic wellbeing</b> Borrowing and earning money	<b>Keeping safe and managing risk</b> Keeping safe - out and about FGM (female genital mutilation)

Please see the appendix for more detailed year group overviews.

### EYFS:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply to children in the Foundation Stage, however, in the EYFS, children are given opportunities to develop their Personal, Social and Emotional Development (PSED) though out each day. PSED is a prime area in the EYFS, and is an integral part of their learning. We use the guidance set out for Early Years Foundation Stage as a basis for planning. Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves through these aspects:

- Self-confidence and self-awareness.

- Managing feelings and behaviour
- Making relationships.

## **Relationships, Sex and Health Education (RSHE)**

Relationships Education at primary schools puts in to place the building blocks needed for positive and safe

relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

### **Relationships Education**

- Family and people who care for them.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

### **Physical Health and Mental Well Being**

- Mental wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Facts about drugs, alcohol and drugs and the risks associated with them.
- Health and prevention of illness.
- Basic first aid.
- Changes to the adolescent body.

### **Sex Education**

- How a baby is conceived and born. (Y6)

### **The guidance states that RSE is an entitlement for all children and young people and must:**

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools, this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society, such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights, such as how they can access confidential advice and health services, within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## **SEX EDUCATION**

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a

baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school.

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards.

As part of the compulsory science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals.

Following consultation, with staff, parents, children and governors, we have decided to offer some simple Sex education to our Year 6 students. Following on from the compulsory Year 5 Science lessons about reproduction, Year 6 students will be given the opportunity to discuss how intimate relationships may lead to sexual intercourse and to develop their understanding of how babies are made. After analysing the needs of our children, we have decided not to teach the additional lessons about HIV and contraception.

With the safety of our children in mind, we will teach and use our children the correct names for sexual organs throughout the school. (Vagina, Penis).

When teaching RSE, staff will take in to account the cultural and religious backgrounds of the class.

### **Parental rights to withdraw**

We are committed to ensuring that the education provided to pupils in Relationships and Sex Education (RSE) is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

Parents cannot withdraw their child from any part of the Relationships and Health Education aspects of the RSE curriculum. It is important for ALL children to be taught the content on such essential matters like friendships and keeping safe.

There are separate rules on withdrawing a child from Sex Education. Sex education is separate from the

Relationships and Health curriculum and parents can withdraw children from some or all of the lessons on Sex Education. The head teacher must grant a parent's request to withdraw a child beforehand, and it's useful to have good conversations with parents so that they understand fully what their child will be taught.

Before making a request, parents should:

- Ask the school about what will be taught in Sex Education, and when.
- Remember that the science curriculum in all maintained schools includes content on human development, which includes human reproduction.
- Remember there is no right for a parent to withdraw their child from the science curriculum.

## **Teaching PSHE/RSE**

### **Teachers ensure**

#### **Establishing a safe and secure environment**

- Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lesson
- Distancing techniques are clearly used
- Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils
- The teacher is aware of vulnerable pupils and enables them to safely participate

#### **PSHE is taught like other curriculum subjects**

- The lesson is planned in line with the whole school programme for PSHE and is in-line with school policies Planned and well-structured lesson with clear beginning, middle and end
- Effective learning strategies are used to engage pupils and challenge their thinking
- Pupils are involved in active and participatory activities through which they develop skills and

attitudes, as well as knowledge and understanding

- The teacher feels confident to teach the lesson, pupils enjoy their learning and make progress

### **Assessment of learning**

- Teaching starts from where the pupils are (drawing on the baseline assessment)
- Pupils and teachers are able to see the progress pupils have made
- Pupils have opportunities to reflect on their learning, including how they feel about their learning in post assessment activities.

## **External visitors**

At Lovers' Lane, we welcome, carefully chosen, external visitors to supplement our Life skills curriculum. These include:

- The Great Project
- Newark Community First Aid
- DARE
- Bikeability
- Road Safety team
- Community Support officers
- Our local PCSO
- School nurse
- Canal and Rivers Trust.

Staff support external visitors and ensure the content of sessions is appropriate.

## **Confidentiality**

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

## **Safe and Effective Practice**

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

## **British Values**

**At Lovers' Lane, pupils are also taught explicitly about British Values which are defined as:**

Democracy & the rule of law

Individual liberty

Mutual respect

Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Relationships, sexual and health education (RSHE) as well as through the School's broad and balanced curriculum.

## **Equal Opportunities and Inclusion**

Teachers treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. We believe that children have their own individual gifts to contribute, which can be used to enrich the experience of others. At Lovers' Lane school we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. Children should have equal access to a range of activities.

At Lovers' Lane school, we ensure all pupils are treated as individuals and PSHE and RSE is differentiated to meet every pupil's individual needs.

- Teachers adapt plans to meet the individual needs of their class members. Staff should take account of SEND, religious beliefs and specific personal situations where appropriate.
- Parents are able to withdraw children from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education at primary.
- Inclusivity is an integral part of our teaching. Staff will consciously choose stories to represent our diverse society.

PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Parents have the right to withdraw their children from RSE in Primary Schools



# Evaluations (Assessment, Attainment and Progress)

## Assessment and Progression

- At Lovers' Lane, we follow the 'You, me, PSHE' scheme of work. We introduced it in 2019 and have recently updated the scheme to ensure it progressively meets the needs of the new RSE curriculum
- The 'You, me, PSHE' scheme provides staff with assessment activities. As we continue to embed the scheme, staff will work together to evaluate the usefulness of this assessment and the PSHE lead will create an assessment grid which will clearly evidence the progression and achievement of each cohort in the school.
- Pupils' knowledge and understanding through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations.
- The pupil's RE/PSHE books should present representative work of children's engagement and application during lessons.
- Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

## Monitoring and Evaluation

The PSHE Leader is responsible for conducting effective monitoring of PSHE across the school, in liaison with the Headteacher and SLT, to ensure that comprehensive coverage of the curriculum and effective provision for all children is taking place. This can take the form of:

- Pupil Voice interview
- Work Scrutiny
- End-Of-Unit assessment (via the **You, Me & PSHE** programme of study)
- Learning Walk

## Roles and responsibilities

### The Head teacher

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The head teacher will support the teaching of RSE, during our 'Life skills' lessons.

The head teacher will discuss withdrawal from RSE with parents, where appropriate.

**The lead teacher** will take responsibility for;

Policy development and review involving pupils, staff, governors, parents/carers and relevant partners

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the You me PSHE curriculum
- To ensure that this subject is represented at appropriate curriculum and pastoral meetings

### Teachers

All teaching staff have the responsibility for delivery quality-first Life skills teaching as directed by their Curriculum Overview, supported as appropriate by teaching assistants

## **Staff training**

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

This policy will be reviewed regularly.

Next review: Autumn, 2021

# Appendix

## You, Me, PSHE Year Group Overviews

Year 1 - PSHE		
Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: Fun times</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about food that is associated with special times, in different cultures</li> <li>• about active playground games from around the world</li> <li>• about sun-safety</li> </ul>	<p><b>Identity, society and equality: Me and others</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what makes themselves and others special</li> <li>• about roles and responsibilities at home and school</li> <li>• about being co-operative with others</li> </ul>	<p><b>Mental health and emotional wellbeing: Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about different types of feelings</li> <li>• about managing different feelings</li> <li>• about change or loss and how this can feel</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Feeling safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home</li> </ul>	<p><b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what can go into bodies and how it can make people feel</li> <li>• about what can go on to bodies and how it can make people feel</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: My money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about where money comes from and making choices when spending money</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do</li> </ul>

Year 2 - PSHE		
Autumn 1	Spring 1 and 2	Summer 1
<p><b>Physical health and wellbeing: What keeps me healthy?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about eating well</li> <li>• about the importance of physical activity, sleep and rest</li> <li>• about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well</li> </ul>	<p><b>Relationships and health education: Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> </ul>	<p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety</li> <li>• about keeping safe online, including the benefits of going online</li> <li>• about keeping safe outside</li> <li>• about road safety</li> </ul>
Autumn 2		Summer 2
<p><b>Mental health and emotional wellbeing: Friendship</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance of special people in their lives</li> <li>• about making friends and who can help with friendships (on and offline)</li> <li>• about solving problems that might arise with friendships (on and offline)</li> </ul>		<p><b>Drug, alcohol and tobacco education: Medicines and me</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• why medicines are taken</li> <li>• where medicines come from</li> <li>• about keeping themselves safe around medicines</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>

Year 3 - PSHE		
Autumn 1	Spring 1	Summer 1
<p><b>Drug, alcohol and tobacco education: Tobacco is a drug</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>about the effects and risks of smoking tobacco and second-hand smoke</li> <li>about the help available for people to remain smoke free or stop smoking</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<p><b>Mental health and emotional wellbeing: Strengths and challenges</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about celebrating achievements and setting personal goals</li> <li>about dealing with put-downs</li> <li>about positive ways to deal with setbacks</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about what influences people's choices about spending and saving money</li> <li>how people can keep track of their money</li> <li>about the world of work</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Bullying – see it, say it, stop it</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>to recognise bullying (including online) and how it can make people feel</li> <li>about different types of bullying and how to respond to incidents of bullying</li> <li>about what to do if they witness bullying</li> </ul>	<p><b>Identity, society and equality: Celebrating difference</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>Pupils learn about valuing the similarities and differences between themselves and others</li> <li>Pupils learn about what is meant by community</li> <li>Pupils learn about belonging to groups</li> </ul>	<p><b>Physical health and wellbeing: What helps me choose?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about making healthy choices about food and drinks</li> <li>about how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> </ul>

Year 4 - PSHE		
Autumn 1	Spring 1	Summer 1 and 2
<p><b>Identity, society and equality: Democracy</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about Britain as a democratic society</li> <li>about how laws are made</li> <li>learn about the local council</li> </ul>	<p><b>Physical health and wellbeing: What is important to me?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> <li>about the importance of getting enough sleep</li> </ul>	<p><b>Relationships and health education: Growing up and changing</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about the way we grow and change throughout the human lifecycle</li> <li>about the physical changes associated with puberty</li> <li>about menstruation and wet dreams</li> <li>about the impact of puberty in physical hygiene and strategies for managing this</li> <li>how puberty affects emotions and behaviour and strategies for dealing with this</li> </ul>
Autumn 2	Spring 2	
<p><b>Drug, alcohol and tobacco education: Making choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>about the effects and risks of drinking alcohol</li> <li>about different patterns of behaviour that are related to drug use</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<p><b>Keeping safe and managing risk: Playing safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>how to be safe in their computer gaming habits</li> <li>about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>about what to do in an emergency and basic emergency first-aid procedures</li> </ul>	<ul style="list-style-type: none"> <li>to answer each other's questions about puberty with confidence, to seek support and advice when they need it</li> </ul>

Year 5 - PSHE		
Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: In the media</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that messages given on food adverts can be misleading</li> <li>• about role models</li> <li>• about how the media can manipulate images and that these images may not reflect reality</li> </ul>	<p><b>Keeping safe and managing risk: Making safer choices</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about keeping safe online</li> <li>• how to keep safe when communicating with other people online</li> <li>• that violence within relationships is not acceptable</li> <li>• about problems that can occur when someone goes missing from home</li> </ul>	<p><b>Drug, alcohol and tobacco education: Different influences</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>• about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>• strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Identity, society and equality: Stereotypes, discrimination and prejudice</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about stereotyping, including gender stereotyping</li> <li>• workshop from Diversity Role Models or <a href="#">Equaliteach</a>.</li> <li>• about prejudice and discrimination and how this can make people feel</li> </ul>	<p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about a wide range of emotions and feelings and how these are experienced in the body</li> <li>• about times of change and how this can make people feel</li> <li>• about the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this</li> <li>• about enterprise</li> <li>• what influences people's decisions about careers</li> </ul>

Year 6 - PSHE		
Autumn 1 and 2	Spring 1	Summer 1
<p><b>Relationships and health education: Healthy relationships</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the changes that occur during puberty</li> <li>• to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and grows (conception and pregnancy)</li> <li>• about roles and responsibilities of parents and carers</li> <li>• to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</li> </ul> <p><b>Additional lessons:</b> (schools will want to consider including these lessons, as part of RSE policy development)</p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</li> <li>• that contraception can be used to stop a baby from being conceived</li> </ul>	<p><b>Drug, alcohol and tobacco education: Weighing up risk</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>• about assessing the level of risk in different situations involving drug use</li> <li>• about ways to manage risk in situations involving drug use</li> </ul>	<p><b>Mental health and emotional wellbeing: Healthy minds</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• what mental health is</li> <li>• about what can affect mental health and some ways of dealing with this</li> <li>• about some everyday ways to look after mental health</li> <li>• about the stigma and discrimination that can surround mental health</li> </ul>
		Spring 2
	<p><b>Identity, society and equality: Human rights</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>• about human rights and the UN Convention on the Rights of the Child</li> <li>• about homelessness</li> </ul>	<p><b>Keeping safe and managing risk: Keeping safe - out and about</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <p><b>FGM (female genital mutilation)</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance for girls to be protected against FGM</li> </ul>

# RSE Statutory Guidance

## What do pupils need to know by the end of primary school?

Please find below the National Curriculum for Primary - what pupils need to know by the end of primary school:

### Relationships Education

Families and people who care for me	<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 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>
Caring friendships	<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> </ul>

	<ul style="list-style-type: none"> <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>
Respectful relationships	<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>
Online relationships	<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> </ul>