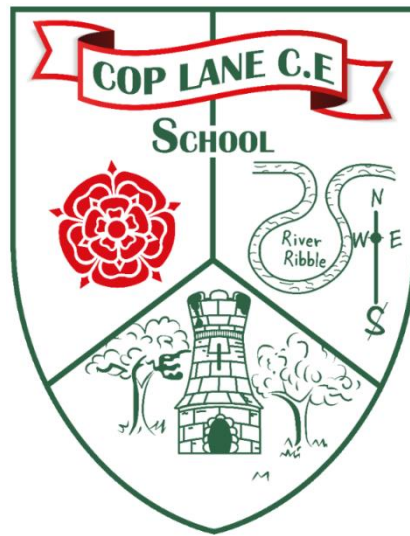


# Cop Lane C.E. Primary School



## PSHE Policy (including sex and relationships) – Autumn 2023

This policy is embedded in our school's mission statement and distinctive Christian vision:

*A welcoming Christian community, committed to one another, giving our very best at all times.*

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

*'I can do all things through Christ who strengthens me.'*  
Philippians 4.13

<b>Consultation has taken place</b>	<b>The school workforce</b>	<b>Governors</b>	<b>Children &amp; young people</b>	<b>Families</b>
	date: 16.03.20	date: 23.06.20	date: 03.02.20	date: 02.09.20
<b>Date formally approved by Governors:</b>	<b>17<sup>th</sup> November 2020</b>			
<b>Date policy became effective:</b>	<b>November 2020</b>		<b>Review Date: Autumn 2024</b>	
<b>Person(s) responsible for implementation &amp; monitoring</b>	<b>Mr Ian. P. Ashmore/ Mrs S. Hodgson</b>			
<b>Links to other relevant policies</b>	SMSC	Safeguarding	Online safety	Food & Drink
	Confidentiality	Anti-bullying	SEND inclusion	Equalities
	Visitor	Behaviour		

### **Christian View of Relationships**

**‘You shall love your neighbour as yourself.’ Matthew 22v.39**

The greatest commandment Jesus taught was to love God and your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Cop Lane Church of England Primary School, our relationship education seeks to live out this command and explore how we can ‘love our neighbour’ through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

### **Legal Framework and Statutory Requirements**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSHE) and Health Education’
- DfE (2013) ‘Science programmes of study: key stages 1 and 2’.
- DfE (2023) ‘Keeping children safe in education 2023’ (KCSIE)

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

## **Purpose**

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE.

At Cop Lane C.E. Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed choices about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

## **Overall School Aims and Objectives**

At Cop Lane CE Primary School, our mission statement is '*A welcoming Christian community, committed to one another, giving our very best at all times*'. The aims of relationship and sex education at Cop Lane CE Primary School are:

Our school's overarching aims and objectives for our pupils are:

- To ensure Sex and Relationships education is part of a child's broad, balanced curriculum. integral to the basic curriculum of the school and part of the child's all-round development.
- To provide a framework in which sensitive discussions can take place.
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- To help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To create a positive culture around issues of sexuality and relationships.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when you might disagree.

## **Roles and Responsibilities**

The Governing Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resources, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that the religious ethos of the school is maintained and developed through the subjects.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal from parents.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing the policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher/ Governing Board.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Teaching in line with the Church of England foundation of the school
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment of requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs and pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

**Note: Staff do not have the right to opt out of the teaching of PSHE including sex and relationship education. Staff who have concerns about teaching PSHE are encouraged to discuss this with the Headteacher**

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Pupils are responsible for:

- Engaging fully in PSHE, and when discussing issues related to PSHE, treat others with respect and sensitivity.

### **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulling together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the school's draft policy/ proposed scheme of work
4. Pupil consultation – we investigated what exactly pupils want from their PSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## Organisation of the Curriculum

From September 2020, every primary school is required to deliver statutory relationships and health education.

For the purpose of this policy, '**relationships and sex education**' is defined as teaching pupils about health, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, '**health education**' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of relationships and health education coincide with one another and will be delivered as part of the school's PSHE curriculum. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSHE) and Health Education' guidance. The relationships and health curriculum takes into account the views of our teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

To support teaching and learning across school, we use quality assured resources from the PSHE association and 1Decision. Children in Y1-Y6 regularly use journalling to express themselves and self-regulate their emotions. We also use journalling as an additional safeguarding tool (it is another forum for pupil voice which staff monitor closely and use to safeguard and support our children).

There is a clear (child friendly) 'Code of Conduct' for all PSHE lessons which we use to keep everybody safe. Classrooms have 'Askit Baskets' for children to use whenever they need to.

As a school, we consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher
- Phoning the school

The school has organised a curriculum that is age appropriate for pupils within each year group, based on the views of teachers, pupils and parents. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## **Relationships Education Overview**

### **Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That other peoples' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring Friendships**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful Relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online Relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being Safe**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.



- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Health Education Overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

#### **Mental Wellbeing**

By the end of primary school, pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Internet Safety and Harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## **Physical Health and Fitness**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

## **Healthy Eating**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.

- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs, Alcohol and Tobacco**

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and Prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic First Aid**

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

### **Changing Adolescent Bodies**

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- About menstrual wellbeing and key facts relating to the menstrual cycle.

*The school is free to determine, within the statutory curriculum content outlined above in both relationships and health education, what pupils are taught during each year group. The school always considers the age and development of pupils when deciding what will be taught in each year group. The school plans a progressive curriculum, such that topics are built upon knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.*

Please see **appendix 1 for the school's curriculum overview.**

### **Sex Education**

All pupils must be taught about the aspects of sex education outlined in the primary science curriculum – this includes teaching them about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the science curriculum. At our school, we teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum. The age and development of pupils is always considered when delivering sex education. An outline of sex education at Cop Lane is provided below:

#### **Year 6**

- Sexual intercourse and how a baby is made
  - Contraception – an overview

If a child asks a question that does not relate to the topics above, teachers will explain that the child consult his/ her parent for an answer. The school will normally seek to inform parents when such a question has been asked.

In some cases, a question or request for advice may indicate the pupil to be a risk or in danger, in which appropriate action will be taken in accordance with the school's written policy and procedure for child protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

### **Parents' Right to Withdraw**

Parents **do not** have the right to withdraw their children from relationships education. However, parents have the right to withdraw their children from the non-statutory/ non-science components of sex education.

Requests for withdrawal should be put in writing using the form in appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed on the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action.

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

### **Training**

Staff are trained on the delivery of PSHE including sex and relationships as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school such as the school nurse to provide support and training to staff teaching PSHE including sex and relationships.

### **Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making adjustments and adaptations wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that people with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust behavioural policy, as well as a child protection and safeguarding policy, which set out expectations of pupils.

## Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** - pupils learn about the main external parts of the body and changes to the body as it grows from old age, including puberty.
- **Computing** – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequence of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## Monitoring

The delivery of PSHE including sex and relationships is monitored by the subject leader and SLT through various monitoring activities such as planning scrutinies, learning walks, pupil voice and looking at pupil's work.

Pupil's development in PSHE including sex and relationships is monitored by the class teachers as part of our internal assessment systems.

This policy was written by Mr Ian P. Ashmore in January 2020.

It was approved by governors in November 2020. It was reviewed and updated in Autumn 2023 by Mr Ashmore and Mrs Hodgson.

The policy will be reviewed in Autumn 2024 or earlier if needed.

Signed:

*I. P. Ashmore*

Date: 01.10.23

## Appendix 1 – PSHE Overview – 2023/2024

# Cop Lane C of E Primary School – PSHE Overview 2023 - 2024

	Autumn Term 1 Service	Autumn Term 2 Peace	Spring Term 1 Trust	Spring Term 2 Forgiveness	Summer Term 1 Hope	Summer Term 2 Thankfulness
	Dogs Trust worship and workshops – 18 <sup>th</sup> /19 <sup>th</sup> September 2023 Anti-Bullying Week 13 <sup>th</sup> – 17 <sup>th</sup> November 2023 Road Safety Week 16 <sup>th</sup> – 22 <sup>nd</sup> November 2023		Safer Internet Day 6 <sup>th</sup> February 2024 Children's mental health awareness week 6 <sup>th</sup> – 12 <sup>th</sup> February 2024		Sing Up Day TBC Music celebration – end July 2024	
<b>R</b>	COVERED THROUGHOUT THE YEAR IN PERSONAL, SOCIAL AND EMOTIONAL / KEY WORKER TIME AND THROUGH THE 1 DECISION EARLY YEARS PORTAL AND RESOURCES/GO NOODLE MINDFULNESS Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. 1 DECISION EARLY YEARS PORTAL					
	1 Decision The Colour Monster Clean and healthy bodies – germs, keeping our bodies clean, oral health. Pink Goes to School Red's Hearing Aid Red Needs the Toilet Red Visits the Dentist Red Brushes His Teeth Orange Brushes Her Teeth Pink Misses Mummy Orange Feels Worried Red's Nut Allergy Why Does Purple Play Differently? *all stories/input may move across the year depending on need and being reactive to events/repeat/class	1 Decision Yellow Play Fights Green's Greens Rainbow's Food Journey Blue Learns to Share Blue's Best Friend Blue's Indoor Voice Green Gets Glasses	1 Decision Green Gets Glasses Yellow's Bedtime Rainbow Helps at Home Pink's Screen Time Purple Watches the News Orange Helps Out	1 Decision Blue Gets Lost Orange Sleeps Over  Fairytale Gone Wrong Get Some Rest, Sleeping Beauty Keep Running Gingerbread Man Rapunzel, Rapunzel, Wash Your Hair Stinky Jack and the Beanstalk Eat Your Greens, Goldilocks Don't Pick Your Nose, Pinocchio Blow Your Nose, Big Bad Wolf Give Us a Smile Cinderella	1 Decision Orange Moves House Green Stays in Hospital Purple's Pet Bird Red Goes Swimming Pink Feels Sad Rainbow Feels Angry	1 Decision Blue Explores Road Safety Purple the Passenger Rainbow Visits the Seaside Rainbow's Day Out Green Moves up a Year Yellow Goes on Holiday Making relationships with Year 1 staff

# Cop Lane C of E Primary School – PSHE Overview 2023 - 2024

	Autumn Term 1 Service	Autumn Term 2 Peace	Spring Term 1 Trust	Spring Term 2 Forgiveness	Summer Term 1 Hope	Summer Term 2 Thankfulness
Y1	<p>Living in the wider world</p> <p>How can we look after each other and the world?</p> <ul style="list-style-type: none"> <li>• Ourselves and others</li> <li>• the world around us</li> <li>• caring for others</li> <li>• growing and changing</li> </ul>	<p>Relationships</p> <p>What is the same and different about us?</p> <ul style="list-style-type: none"> <li>• Ourselves and others</li> <li>• similarities and differences</li> <li>• individuality</li> <li>• our bodies</li> </ul>	<p>Health and wellbeing</p> <p>Who helps us to stay safe?</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• people who help us</li> </ul>	<p>Health and wellbeing</p> <p>What helps us stay healthy?</p> <ul style="list-style-type: none"> <li>• Being healthy</li> <li>• Hygiene</li> <li>• Medicines</li> <li>• people who help us with health</li> </ul>	<p>Relationships</p> <p>Who is special to us?</p> <ul style="list-style-type: none"> <li>• Ourselves and others</li> <li>• people who care for us</li> <li>• groups we belong to</li> <li>• families</li> </ul>	<p>Living in the wider world</p> <p>What can we do with money?</p> <ul style="list-style-type: none"> <li>• Money</li> <li>• making choices</li> <li>• needs and wants</li> </ul>
Y2	<p>Relationships</p> <p>What makes a good friend?</p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• feeling lonely</li> <li>• managing arguments</li> </ul>	<p>Relationships</p> <p>What is bullying?</p> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• bullying</li> <li>• words and actions</li> <li>• respect for others</li> </ul> <p>Christian value - friendship</p>	<p>Health and wellbeing</p> <p>What helps us to stay safe?</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• recognising risk</li> <li>• rules</li> </ul> <p>(Think PREVENT) Christian value - trust</p>	<p>Health and wellbeing</p> <p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Mood</li> <li>• times of change</li> <li>• loss and bereavement</li> <li>• growing up</li> </ul> <p>Christian value - compassion</p>	<p>Health and wellbeing</p> <p>What can help us grow and stay healthy?</p> <ul style="list-style-type: none"> <li>• Being healthy</li> <li>• eating, drinking, playing and sleeping</li> </ul> <p>Christian value - wisdom</p>	<p>Living in the wider world</p> <p>What jobs do people do?</p> <ul style="list-style-type: none"> <li>• People and jobs</li> <li>• Money</li> <li>• role of the internet</li> </ul>
Y3	<p>Relationships</p> <p>How can we be a good friend?</p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Making positive friendships</li> <li>• Managing loneliness</li> </ul> <p>Dealing with arguments</p>	<p>Relationships</p> <p>What are families like?</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Family life</li> <li>• Caring for each other</li> </ul>	<p>Health and wellbeing</p> <p>What keeps us safe?</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• recognising risk</li> <li>• rules</li> </ul> <p>(Think PREVENT)</p>	<p>Health and wellbeing</p> <p>Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> <li>• Being healthy</li> <li>• Eating well</li> <li>• Dental care</li> </ul>	<p>Health and wellbeing</p> <p>Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> <li>• Being healthy</li> <li>• Keeping active</li> <li>• Taking rest</li> </ul>	<p>Living in the wider world</p> <p>What makes a community?</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Belonging to groups</li> <li>• Similarities and differences</li> </ul> <p>Respect for others</p>



# Cop Lane C of E Primary School – PSHE Overview 2023 - 2024

	Autumn Term 1 Service	Autumn Term 2 Peace	Spring Term 1 Trust	Spring Term 2 Forgiveness	Summer Term 1 Hope	Summer Term 2 Thankfulness
Y4	<p>Living in the wider world</p> <p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> <li>• <i>Caring for others</i></li> <li>• <i>The environment; people and animals</i></li> <li>• <i>Shared responsibilities, making choices and decisions</i></li> </ul>	<p>Relationships</p> <p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> <li>• <i>Respect for self and others</i></li> <li>• <i>Courteous behaviour</i></li> <li>• <i>Safety;</i></li> <li>• <i>Human rights</i></li> </ul>	<p>Health and wellbeing</p> <p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> <li>• <i>Keeping safe; out and about;</i></li> <li>• <i>Recognising and managing risk</i></li> </ul>	<p>Health and wellbeing</p> <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> <li>• <i>Feelings and emotions</i></li> <li>• <i>Expression of feelings</i></li> <li>• <i>Behaviour</i></li> </ul>	<p>Health and wellbeing</p> <p>What makes up our identity?</p> <ul style="list-style-type: none"> <li>• <i>Identity</i></li> <li>• <i>Personal attributes and qualities</i></li> <li>• <i>Similarities and differences</i></li> <li>• <i>Individuality</i></li> <li>• <i>Stereotypes</i></li> </ul>	<p>Health and wellbeing</p> <p>What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> <li>• <i>Self-esteem</i></li> <li>• <i>Self-worth</i></li> <li>• <i>Personal qualities</i></li> <li>• <i>Managing set back</i></li> </ul>
Y5	<p>Living in the wider world</p> <p>What decisions can people make with money?</p> <ul style="list-style-type: none"> <li>• <i>Money</i></li> <li>• <i>Making decision</i></li> <li>• <i>Spending and saving</i></li> </ul>	<p>Health and wellbeing</p> <p>How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> <li>• <i>Respect for self and others</i></li> <li>• <i>Courteous behaviour</i></li> <li>• <i>Safety;</i></li> <li>• <i>Human rights</i></li> </ul>	<p>Relationships</p> <p>How can friends communicate safely?</p> <ul style="list-style-type: none"> <li>• <i>Friendship</i></li> <li>• <i>Relationships</i></li> <li>• <i>Becoming independent</i></li> <li>• <i>Online safety</i></li> </ul>	<p>Health and wellbeing</p> <p>How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> <li>• <i>Drugs, alcohol and tobacco</i></li> <li>• <i>Healthy habits</i></li> </ul>	<p>Health and wellbeing</p> <p>How we will grow and change?</p> <ul style="list-style-type: none"> <li>• <i>Growing and changing</i></li> <li>• <i>Puberty</i></li> </ul>	<p>Living in the wider world</p> <p>What jobs would we like?</p> <ul style="list-style-type: none"> <li>• <i>Careers</i></li> <li>• <i>Aspirations</i></li> <li>• <i>Role models</i></li> <li>• <i>The future</i></li> </ul>
Y6	<p>Health and wellbeing</p> <p>How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> <li>• <i>Looking after ourselves</i></li> <li>• <i>Growing up</i></li> <li>• <i>Becoming independent</i></li> <li>• <i>Taking more responsibility</i></li> </ul>		<p>Living in the wider world</p> <p>How can media influence people?</p> <ul style="list-style-type: none"> <li>• <i>Media literacy and digital resilience</i></li> <li>• <i>Influences and decision making</i></li> <li>• <i>Online safety</i></li> </ul>		<p>Relationships</p> <p>How do friendships change as we grow?</p> <ul style="list-style-type: none"> <li>• <i>Different relationships</i></li> <li>• <i>Changing and growing</i></li> <li>• <i>Adulthood</i></li> <li>• <i>Independence</i></li> <li>• <i>Moving to secondary school</i></li> </ul>	

Appendix 2 – Parent form: Withdrawal from sex education within PSHE



TO BE COMPLETED BY PARENTS	
<b>Name of child</b>	<b>Class</b>
<b>Name of parent</b>	<b>Date</b>
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature:	
TO BE COMPLETED BY THE SCHOOL	
<b>Agreed actions from discussion with parents.</b>	<i>Include notes from discussions with parents and agreed actions taken. E.g. Joe Bloggs will be taking part in all relationships and during the sex education lessons, he will be working independently on a project in the Year 6 classroom.</i>