

# West Haddon Endowed School

## Policy Document

Personal, Social, Health Education (PSHE) Policy.

Incorporating Relationships Education, Health Education and Sex Education.

‘Where Happiness Promotes Success’

## OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

<b>Prepared by:</b>	Jo Brinklow	<b>First Issued:</b>	
<b>Approved by:</b>	Governors	<b>Last reviewed:</b>	March 2021
<b>Page 1 of 22</b>		<b>Next review due:</b>	March 2024

## Introduction

Personal, Social and Health Education (PSHE) is taught at West Haddon C of E Primary School with the ambition of enabling all children to develop excellent knowledge and understanding of the ever-changing world around them which is imperative as they grow as young members of society. The school seeks to provide all children with a high quality PSHE education that supports their 'spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life'. Alongside specific PSHE teaching, we ensure that PSHE is embedded in other curriculum areas and explored by taking part in special events such as anti-bullying week.

In July 2019 guidance issued by the Department for Education set out the new curriculum for Relationships Education, Relationships and Sex Education, along with Health Education. All schools are required to start teaching this new curriculum at least from the start of the summer term 2021.

The PSHE curriculum at West Haddon embraces the new curriculum within it and will therefore satisfy the statutory requirements of the guidance.

## Aims

At West Haddon Primary the PSHE curriculum supports the key aspects of our school vision: 'to ensure that every child leaves school with an outstanding education' and to ensure that children are able to 'contribute positively to society.' We value each child's personal development and mental health. Our PSHE teaching sets out to enable children of all abilities regardless of their backgrounds to achieve and flourish in all areas of school life as confident and resilient individuals. It teaches children to recognise their own worth, work well with others and become increasingly responsible for their own learning. They 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. They are taught to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## Pupil Learning Outcomes

We want our children to feel safe and happy so that they can achieve and flourish as confident and resilient individuals, enabling them to:

- Develop self-esteem, self-awareness and understanding, confidence, independence and self-discipline.

<b>Prepared by:</b>	Jo Brinklow	<b>First Issued:</b>	
<b>Approved by:</b>	Governors	<b>Last reviewed:</b>	March 2021
<b>Page 2 of 22</b>		<b>Next review due:</b>	March 2024

- Develop the ability to reflect on and become responsible for their learning and behaviour.
- Be actively involved in the community.
- Develop their understanding of health and safety.
- Develop a healthy lifestyle and keep themselves and others safe
- Appreciate the need for cooperation and concern for others
- Be able to cope with difficult situations
- Actively use values learnt in their everyday life

### **How PSHE is organised at school**

PSHE is taught weekly through the Jigsaw programme as a whole-school approach. Following Jigsaw PSHE ensures that learning is 'challenging and child-centred and allows children to focus on the opportunities, responsibilities and experiences of life, and as such underpins and broad and balanced curriculum offer.

- Jigsaw PSHE lessons are taught weekly in each class (Nursery-Year 6). The 6 Jigsaw Puzzles (half-termly units) are designed so the whole school can study the same learning themes at the same time, each year group at its own level. Each Puzzles starts with a whole school introductory assembly.
- The Puzzles are sequential and develop throughout each academic year.
- PSHE learning is reinforced in other aspects of school life, for example through our assemblies and collective worship which refer closely to our school's Christian values.
- Every Jigsaw lesson from Nursery to Year 6 offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.
- The schemes are inclusive and allow children of all abilities and from all backgrounds, to participate and learn.
- Teachers and HLTA's are responsible for the delivery of Jigsaw. Teachers will deliver the RSE module in all year groups.
- The PSHE coordinator, Head teacher and Governors will be responsible for monitoring and evaluation.
- A governor is appointed to have specific responsibility for PSHE.

See ANNEX 1 which outlines the content of the PHSE programme

See ANNEX 2 which details the learning intentions of the Jigsaw content

### **Teaching and Learning**

It is intended that learning in PSHE is embedded in the long-term memory for later application and transfer to novel situations. To do this, 10 common characteristics of good quality teaching and learning are applied: regularly reviews of previous learning; small steps and guiding practice; questioning and checking understanding;

<b>Prepared by:</b>	Jo Brinklow	<b>First Issued:</b>	
<b>Approved by:</b>	Governors	<b>Last reviewed:</b>	March 2021
<b>Page 3 of 22</b>		<b>Next review due:</b>	March 2024

thinking aloud and modelling the process of learning; providing feedback; provision of scaffolds and worked examples; independent learning; matching provision to all learners; using discussion and explanations; and use opportunities to develop character. Above all, PSHE is used to challenge and transform children's behaviours and perceptions of the world around them.

To ensure that PSHE lessons are purposeful and positive, each class will establish ground rules such as:

- Taking it in turns to speak
- Showing respect to each other e.g. by listening and not interrupting
- Using kind words

## **Differentiation/SEN**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to children's attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **Answering Difficult Questions and Sensitive Issues**

<b>Prepared by:</b>	Jo Brinklow	<b>First Issued:</b>	
<b>Approved by:</b>	Governors	<b>Last reviewed:</b>	March 2021
<b>Page 4 of 22</b>		<b>Next review due:</b>	March 2024

Staff members are aware that views around RSE- and Drug and Alcohol Education related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from children's' questions are answered according to the age and maturity of the child(ren) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated senior leader if they are concerned.

Our school believes that RSE should meet the needs of all children, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

## **Assessment**

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in their Jigsaw Journal

Each Puzzle has a set of three level descriptors for each year group:

- Working towards
- Working at
- Working beyond.

## **Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of pupil and teacher evaluation of the content and learning processes along with staff meetings to review and share experience.

## **What is Relationships Education?**

Relationships Education is focused on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

<b>Prepared by:</b>	Jo Brinklow	<b>First Issued:</b>	
<b>Approved by:</b>	Governors	<b>Last reviewed:</b>	March 2021
<b>Page 5 of 22</b>		<b>Next review due:</b>	March 2024

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Teaching the Relationship Education curriculum is a statutory requirement for schools.

The curriculum content for Relationships Education is detailed in ANNEX 3

### **What is Health Education?**

Health Education is focused on teaching characteristics of good physical health and mental wellbeing.

Teaching the Health Education curriculum is a statutory requirement for maintained schools.

The curriculum content for Health Education is detailed in ANNEX 4

### **What is Relationships and Sex Education?**

Whilst Relationships and Sex Education is compulsory in secondary schools it remains elective for primary schools. The Department for Education recognises that it is for individual primary schools to determine whether it is in the interests of meeting the needs of their pupils to cover any additional aspects of sex education over and above the statutory elements that are present in the national curriculum for Science. The Department recognises that many primary schools already do and will continue to do so. West Haddon has for some time taught some further aspects of sex education having arrived at this position following developmental and consultative work with staff, Governors and parents.

We teach sex education in the context of the school's aims and values framework. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of marriage and family life;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;

<b>Prepared by:</b>	Jo Brinklow	<b>First Issued:</b>	
<b>Approved by:</b>	Governors	<b>Last reviewed:</b>	March 2021
<b>Page 6 of 22</b>		<b>Next review due:</b>	March 2024

- it is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

See ANNEX 5 for the PHSE learning intentions for ‘Changing Me’ relating to National Curriculum for Science and West Haddon curriculum.

### **The right to be excused from sex education.**

There is no right to be excused from any aspects of teaching the Relationships or Health Curriculum however if any such request is made by parents to be excused from the non-statutory sex education taught at West Haddon the headteacher will automatically grant that request. Any such excused pupil will receive appropriate, purposeful education during any such period of withdrawal. No excuse will be granted for any part of the Science National Curriculum.

### **Parental and Community Involvement**

The school is well aware that the primary role in children’s sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

### **The role of the Headteacher and Governing body**

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to PSHE;
- PSHE is well led, effectively managed and well planned;
- the quality of PSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with any external agencies regarding the school PSHE programme and ensures that all adults who work with children on these issues are

<b>Prepared by:</b>	Jo Brinklow	<b>First Issued:</b>	
<b>Approved by:</b>	Governors	<b>Last reviewed:</b>	March 2021
<b>Page 7 of 22</b>		<b>Next review due:</b>	March 2024

aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Parents will have access to the policy via our website or school office.

### **Monitoring and Review**

The governing body monitors the PSHE policy on an annual basis through the work of the PSHE coordinator, the designated PSHE governor and headteacher. This group reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

### **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive PSHE fosters good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.”

<b>Prepared by:</b>	Jo Brinklow	<b>First Issued:</b>	
<b>Approved by:</b>	Governors	<b>Last reviewed:</b>	March 2021
<b>Page 8 of 22</b>		<b>Next review due:</b>	March 2024



**ANNEX 1.****Jigsaw PSHE Content**

<b>Term</b>	<b>Puzzle name</b>	<b>Key Concepts</b>
1	Being Me in My World	Respect for self and others <ul style="list-style-type: none"><li>• Belonging</li><li>• Choices and consequences</li><li>• Asking for help</li><li>• Identity</li></ul>
2	Celebrating Difference	Similarities and differences <ul style="list-style-type: none"><li>• Understanding bullying</li><li>• Accessing help</li><li>• Stereotypes</li><li>• Conflict resolution</li><li>• Developing empathy</li></ul>
3	Dreams and Goals	Growth mindset <ul style="list-style-type: none"><li>• Goal setting</li><li>• Overcoming challenges</li><li>• Managing emotions</li><li>• Teamwork</li><li>• Money and preparation for work</li></ul>
4	Healthy Me	Making healthy choices <ul style="list-style-type: none"><li>• What influences making healthy choices</li><li>• Recognising my feeling in relation to health</li><li>• Self-esteem</li></ul>

5	Relationships	<p>Family</p> <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Appropriate boundaries</li> <li>• Accessing help</li> <li>• Conflict resolution</li> <li>• Love, loss and change in relationships &amp; how to manage this</li> <li>• Relationship with self</li> <li>• Relationships with technology (covered throughout Jigsaw, strong focus in this unit)</li> </ul>
6	Changing Me	<p>Lifecycles</p> <ul style="list-style-type: none"> <li>• Physical and emotional changes from birth to old age</li> <li>• Biological knowledge and body parts including puberty</li> <li>• Managing change</li> <li>• Conception and childbirth</li> <li>• Self esteem</li> <li>• Accessing help</li> </ul>

## **ANNEX 2 Jigsaw PHSE Content expressed in learning goals**

Below is a summary of PSHE learning intentions for each year group in the 'Relationships' Puzzle:

### **Nursery**

- I can tell you about my family
- I understand how to make friends if I feel lonely
- I can tell you some of the things I like about my friends
- I know what to say and do if somebody is mean to me
- I can use Calm Me time to manage my feelings
- I can work together and enjoy being with my friends

### **Reception**

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

### **Year 1**

- I can identify the members of my family and understand that there are lots of different types of families
- I can identify what being a good friend means to me
- I can recognise which forms of physical contact are acceptable and unacceptable to me
- I know who can help me in my school community
- I can recognise my qualities as person and a friend
- I can tell you why I appreciate someone who is special to me

### **Year 2**

- I can identify the different members of my family
- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
- I can identify some of the things that cause conflict with my friends
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- I recognise and appreciate people who can help my family, my school and my community
- I can express my appreciation for the people in my special relationships

### **Year 3**

- I can identify the roles and responsibilities of each member of my family
- I can identify and put into practice some of the skills of friendship
- I know and can use some strategies for keeping myself safe online
- I can explain how some of the actions and work of people around the world help and influence my life
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different
- I know how to express my appreciation to my friends and family

### **Year 4**

- I can recognise situations which can cause jealousy in relationships
- I can identify someone I love and can express why they are special to me
- I can tell you about someone I know that I no longer see
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older
- I know how to show love and appreciation to the people and animals who are special to me

### **Year 5**

- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- I understand that belonging to an online community can have positive and negative consequences
- I understand that there are rights and responsibilities in an online community or social network
- I know there are rights and responsibilities when playing a game online
- I can recognise when I am spending too much time using devices (screen time)

- I can explain how to stay safe when using technology to communicate with my friends

#### **Year 6**

- I know that it is important to take care of my mental health
- I know how to take care of my mental health
- I understand that there are different stages of grief and that there are different types of loss that can cause people to grieve
- I can recognise when people are trying to gain power or control
- I can judge whether something online is safe and helpful for me
- I can use technology positively and safely to communicate with my friends and family

**ANNEX 3****Relationships Education Curriculum in Primary schools by the end of KS2:**

<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 represents a formal and legally recognised</li><li>• 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>
<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>
<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</li></ul>

	<ul style="list-style-type: none"> <li>• different from them (for example, physically, in character,</li> <li>• 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>
<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>

**Being safe**

## Pupils should 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; including 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) whom 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 or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.



**ANNEX 4****Health and mental wellbeing Curriculum in Primary schools by the end of KS2:**

<b>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</li><li>• 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</li><li>• 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>
<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</li></ul>

	<ul style="list-style-type: none"> <li>• 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>
<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</li> <li>• 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>
<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</li> </ul>

	<p>body.</p> <ul style="list-style-type: none"> <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</li> </ul>
<b>Changing adolescent body – statutory requirement of Primary Health Education.</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>

**ANNEX 5**

The grid below shows specific PHSE learning intentions for each year group in the 'Changing Me' Puzzle.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions Pupils will be able to..</b>
<b>1</b>	<b>Piece 4 Boys' and Girls' Bodies</b>	<ul style="list-style-type: none"> <li>• identify the parts of the body that make boys different to girls and</li> <li>• use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>• respect my body and understand which parts are private</li> </ul>
<b>2</b>	<b>Piece 4 Boys' and Girls' Bodies</b>	<ul style="list-style-type: none"> <li>• recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus testicles, vagina, vulva) and appreciate that some parts of my body are private</li> <li>• tell you what I like/don't like about being a boy/girl</li> </ul>
<b>3</b>	<b>Piece 1 How Babies Grow</b>	<ul style="list-style-type: none"> <li>• understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>• express how I feel when I see babies or baby animals</li> </ul>
	<b>Piece 2 Babies</b>	<ul style="list-style-type: none"> <li>• understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>• express how I might feel if I had a new baby in my family</li> </ul>
	<b>Piece 3 Outside Body Changes</b>	<ul style="list-style-type: none"> <li>• understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>• identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>• recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	<b>Piece 4 Inside Body Changes</b>	<ul style="list-style-type: none"> <li>• identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
<b>4</b>	<b>Piece 3</b>	<ul style="list-style-type: none"> <li>• correctly label the internal and external parts of male and female bodies that are</li> </ul>

	<b>Having A Baby</b>	<p>necessary for making a baby</p> <ul style="list-style-type: none"> <li>• understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	<b>Piece 3 Girls and Puberty</b>	<ul style="list-style-type: none"> <li>• describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
<b>5</b>	<b>Piece 2 Puberty for Girls</b>	<ul style="list-style-type: none"> <li>• explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process</li> </ul>
	<b>Piece 3 Puberty for Boys and Girls</b>	<ul style="list-style-type: none"> <li>• describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty</li> </ul>
	<b>Piece 4 Conception</b>	<ul style="list-style-type: none"> <li>• understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
<b>6</b>	<b>Piece 2 Puberty</b>	<ul style="list-style-type: none"> <li>• I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>• I can express how I feel about the changes that will happen to me during puberty</li> </ul>
	<b>Piece 3 Babies: Conception to Birth</b>	<ul style="list-style-type: none"> <li>• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• I can recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	<b>Piece 4 Boyfriends and Girlfriends</b>	<ul style="list-style-type: none"> <li>• I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend or girlfriend</li> <li>• I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</li> </ul>
	<b>Piece 5 Real self and ideal self</b>	<ul style="list-style-type: none"> <li>• I am aware of the importance of a positive self-esteem and what I can do to develop it</li> </ul>

- |  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"><li>• I can express how I feel about my self-image and know how to challenge negative 'body-talk'</li></ul> |
|--|--|---|