

## “Lifelong learners, open minds”

### Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy 2022/23

#### Our School Values

At our school all children will be taken on a journey of exploration which is challenging, creative and develops the delight to solve life's puzzles.

The 'Harrison Learning Tree' underpins all we do - our focus on excellence, attitudes to learning, responsibility and understanding our roles as citizens provide a structure by which children and staff can understand themselves as learners and become more responsible for their attitudes to learning and behaviour.

Our curriculum is underpinned by the Harrison Learning Tree and our Values: Respect, Responsibility, Equality, Collaboration and Honesty which are shared by the whole community. Pupil voice is embedded across the curriculum - each year group has the responsibility for an area of improvement.



#### School Aims

UNCRC Article 3: The best interests of the child must be top a priority in all things that affect children.

At Harrison Primary School we aim to give all children the right to:

- achieve excellent high standards and develop high levels of motivation for learning
- enjoy learning, be challenged and excited by it
- improve on their previous best
- develop high expectations of their own learning and behaviour
- value, support and respect each other
- allow all to take responsibility for providing a safe and secure environment
- develop their own voice and make positive contributions to school life

We aim to:

- celebrate all children's success
- promote positive self-esteem and well being
- create an engaging, challenging and enjoyable learning ethos
- promote the language of use of rights, respect and responsibility
- strengthen partnerships between school, home and community
- keep all stakeholders involved, engaged and informed

- establish a learning programme that incorporates all aspects of the National Curriculum, including the children's social, moral, cultural and spiritual education

The United Nations Convention of the Rights of the Child is at heart of our school and thus underpins our ethos, curriculum, attitudes, learning behaviours and class management. We strive for continuous improvement and excellence in our provision to ensure that all children have the best possible future.

Date policy approved/adopted	Proposed April 2020 Reviewed September 2022
Next review date	<b>April 2023</b>
Written by:	<b>Alex Bord – PSHE Co-ordinator</b>
Approved by:	
Head teacher signature	
Governor signature	
Version	

## **Primary Relationships, Sex Education & Health Education Policy Guidance**

### **1. This policy was developed in response to:**

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safe Guarding Guidance (2018)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Statement

### **2. The Consultation Process Has Involved:**

- Review/Audit of PSHE/RSE curriculum content with staff
- Consultation with Pupils (focus groups across Key Stage 1 and 2 on Relationships Ed and Health Education)
- Consultation with parents – draft policy shared and invited to share opinions on policy via online survey
- Consultation, agreement and implementation with, of policy by school governors

### 3. What is Relationships Education? (Including Relationships and Sex Education)

**Relationships Education (Rel Ed)** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

There should be a clear progression of what is taught from Relationship Ed in primary school through to RSE in secondary school.

### 4. Principles and Values

In addition Harrison Primary School believes that Rel Ed and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

**Relationship Education (Including Relationships and Sex Education) in this school has three main elements:**

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions within relationships confidently and sensitively, including off and online (self-regulation)
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Knowledge and Understanding**

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

## **5. Aims and Objectives**

The aim of Rel Ed & RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Rel Ed & RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.

- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **6. Roles and Responsibilities**

- The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.
- The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.
- Designated Lead for Relationship Education design and delivery: Alex Bord
- Staff are responsible for:
  - Delivering RSE in a sensitive way
  - Modelling positive attitudes to RSE
  - Monitoring progress
  - Responding to the needs of individual pupils
  - Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

All teaching staff are responsible for teaching Relationships Education and those teaching in years 5 and 6 are responsible for teaching Relationships and Sex Education.

- Pupils are expected to engage fully in Relationships Education and, when discussing issues related to RE, treat others with respect and sensitivity.

## **7. Organisation and Content of Relationship Education (Including Relationships Education)**

Harrison Primary specifically delivers Relationships Education and Relationship and Sex Education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

Much of the relationship's education (including relationship and sex education) at Harrison Primary takes place within PSHE lessons.

At Harrison, we recognise that our children have a distinctive need for greater social and emotional understanding. This is also in line with National statistics and local statistics for Fareham, concerning children and young people's emotional and mental health issues. Our school community is based in an area in the 5<sup>th</sup> decile on the Hampshire Mental Health and Well-Being index. This need has been repeatedly identified by our school community as a barrier to personal development and as a barrier to learning for our children not making ARE.

At Harrison Primary School our PSHE curriculum is one of the many vehicles that play an essential role in maximising the life chances for all of the students in our care, therefore we have to assess the needs of our current school community and adapt accordingly.

We have adapted our PSHE curriculum to better meet the needs of our students – the need for early intervention regarding emotions. In addition to our PSHE curriculum we have begun to implement the PATHS curriculum in a phased approach across Foundation Stage, Key stage 1 and key stage 2 to improve our student's social and emotional competence, equip them with the ability to self-regulate and to eradicate behaviour related barriers to learning and personal development.

The topics of the PATHS curriculum are organised into 5 themes – self-control, emotion recognition and understanding, friendship skills and social problem solving.

Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. Year Leaders can in addition utilise our school membership to the PSHE Association for support and guidance. School staff are usually the best people to work with the pupils on many of the Relationship Ed topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

Any Rel Ed/RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the Rel Ed/RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the Rel Ed/RSE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Within every unit there is a baseline assessment task completed and returned to give teachers and pupils information about progress against the objectives.

At Harrison Primary all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

## **Age appropriateness and resources**

We, as a school, have chosen to use the programme of study published by the PSHE Association to ensure that our curriculum is progressive and age appropriate. Teaching builds according to the age and needs of our pupils throughout the school and there are developmentally appropriate learning objectives for each unit. We are using a spiral approach where topics and themes are revisited and built upon. The PSHE Association are the National body for PSHE and are government recommended. They have been funded by the government to produce resources to aid schools when planning their PSHE programmes.

Most of our resources we will be using are provided by the PSHE association or quality assured by them (Quality Mark). These resources are age appropriate and labelled for the appropriate ages/year groups. Teachers are using the PSHE Associations 'Guidance for choosing resources' document if intending to use an external resource.

We will ensure as mentioned above that all planning and resources are available for parents to view at Meet the Teacher. Our consultation process is a continuous one and we want an open dialogue with our families to be ongoing.

## **Delivery of Teaching**

We continuously utilise our school membership to the PSHE Association for expertise and support. Every Year Leader has membership to the association. As mentioned above, we are writing our short term plans alongside the parent consultation so that we can plan with our school community needs in mind. Any external organisations we are planning to use will be either verified by the PSHE Association or chosen after following advice in the PSHE Associations Guidance document on working with external providers. A list of both resources and external providers will be made available for each unit in September 2020 when planning and resources are to be previewed by parents.

**Please see Appendix 1 below for the content of Relationships Education and Health Education and please see Appendix 2 to view the PSHE Curriculum and progression at Harrison Primary School.**

## **8. Inclusion**

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

We strongly believe that it is vital for all of our children to understand that within our Harrison Family we have children and adults of Faith and that this is a very important part of their identity. It is important for us to recognise in our PSHE planning and lessons that we have represented in our Harrison family a variety of Faiths and that Faith is inherently linked to beliefs. It is essential that we celebrate this and learn more about each other so that we gain understanding and respect.

It is important that our PSHE curriculum reflects Articles 5,12,13,14 and 30 of the United Nations Convention on the Rights of the child.



## *Pupils with Special Needs*

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. **We will be utilising the PSHE Association's framework for pupils with SEND when planning.**

## *Gender, Identity and Sexual Orientation*

As a Rights Respecting School, the Rel Ed lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, it is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

**Please read the statutory content of Relationships Education for children of Primary School age below (Appendix 1)**

## **9. Working with parents/carers and the wider community**

Here at Harrison Primary we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

In addition to this, the PSHE Unit planning and a range of resources used will be available for parents to view at Meet the Teacher evenings at the start of every academic year.

**We hold an annual meeting for our Year 6 parents, before Sex Education is delivered to the cohort. The meeting will enable parents to view content and resources. In addition, it is an opportunity to raise any matters, ask questions and for us as a school to be able to support parents to best support their children.**

## **Pupils right to be excused from Sex and Relationship Education**

Parents **do not** have the right to withdraw pupils from **statutory Relationships Education** but **do** have the right to withdraw their child from some or all of sex education **not** included in the **Science National Curriculum** or **Relationships Education**. If parents wish to exercise their right to withdraw from any Sex Ed content NOT included in the Science National Curriculum or Relationships Education they can use the withdrawal form in appendix 3, detailing which aspects of the programme they do not wish their child to participate in. We would fully appreciate a dialogue with any parents wishing to withdraw their child as we wish to a gain greater understanding of our school community. Please discuss any concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSE lead will document the process.

**Please see appendix 3 for withdrawal form**

## 10. Safeguarding reports of abuse and confidentiality

Responding to Disclosures -

As a result of the issues raised, a child might disclose that they're suffering from abuse, or are aware of it happening to others. Any disclosure of abuse should be treated as a potential child protection concern, and reported to the designated child protection lead in line with the school's procedures.

When listening to and dealing with disclosures, staff will:

- Actively listen and do not look shocked or disbelieving
- Stay calm
- Take what the child is saying seriously
- Not ask for detail
- Reassure the child that they are doing the right thing
- Not promise to keep secrets
- Tell the child that they will have to share this information
- Explain what will happen next
- Record the information as quickly as possible – facts not opinion
- Sign and date everything they record.

Inform the DSL (Designated Safeguarding Leads – Sara Gmitrowicz (Headteacher)/ Kirsty Eddleston (Deputy Head)/ Jane Bowden (SENCO and Assistant Head)

## 11. Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the Head Teacher/ Leadership Team/PSHE Lead to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the PSHE Lead.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

### Appendix 1:

Topic	Statutory
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## Health Education

### **Mental Health**

Pupils should 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, nervousness) and scale of emotions that all humans experience in relation 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, 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.
- isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- 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.

### **Internet safety and harms**

Pupils should 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 and 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 and know how to recognise and display respectful behaviour online and 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, including 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**

Pupils should 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 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**

Pupils should know

- what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **Drugs, alcohol and tobacco**

Pupils should know

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

#### **Health and prevention**

Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

#### **Basic first aid**

Pupils should 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 body**

Pupils should 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 including the key facts about the menstrual cycle.

Topic	Statutory
Relationship Education	<p><b>Families and people who care for me</b></p> <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>
	<p><b>Caring friendships</b></p> <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>
	<p><b>Respectful relationships</b></p> <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>• Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</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**

Pupils should know

- that people sometimes behave differently online, including by 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 including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

**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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?

<b>Year 6</b>	<b>How can we keep healthy as we grow?</b>	<b>How can the media influence people?</b>	<b>What will change as we become more independent? How do friendships change as we grow?</b>
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**Appendix 2: Harrison Primary – PSHE Overview and progression**



Appendix 3:

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education (content not included in statutory Relationship Education or National Science Curriculum)			
Any other information you would like the school to consider			

TO BE COMPLETED BY PARENTS

Parent signature