

Personal, Social and Health Education

Relationships and Sex Education policy

Rationale

- 1) PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Our Relationships and Sex Education curriculum (RSE) is taught as part of our PSHE curriculum.

Legislation and guidance

- 2) Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary schools will be compulsory. As a primary academy, we must provide Relationships and Sex Education (RSE) to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. In addition, Health Education is compulsory in all state schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Schools must consult with parents regarding the implementation of the RSE policy.

Practical considerations

- 3) We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on- and off-line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.
- 4) The academy will continue to include lessons on sex education as part of its work in RSE tailoring teaching to take into account the age and physical maturity of its pupils

Working with parents

- 5) Our academy seeks to work in partnership with parents to provide effective PSHE and RSE. Parents need to know that the school's RSE programme will complement and support their role as parents. We have consulted with parents during this policy's initial development and will do so subsequently where significant changes to the nature of curriculum delivery and/or the content of the school's curriculum are planned. It should be noted that, in line with DfE advice, consultation does not give parents the right to veto any element of the policy. Schools will consider the views of all parents and try to ensure that different opinions are considered.
- 6) Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have to give their reasons for withdrawing their children but will be asked to meet so that we can explain the implications of removing children.

Definition of Relationships Education

Relationships education in schools is part of the life-long learning about the characteristics of positive relationships including friendships, family relationships, and relationships with other children and adults. It also includes learning about positive emotional and mental wellbeing and how friendships can impact on this. Learning will also include how to recognise different types of abuse, the rights children have over their own bodies and how to seek advice and how to stay safe both on and off line

Aims of the PSHE (including RSE) policy

- 7) The aims of the PSHE and RSE curriculum are to:
 - promote the spiritual, moral, cultural, mental and physical development of all pupils
 - help young people to learn to respect themselves and others so preparing them for the opportunities, responsibilities and experiences of later life
 - allow pupils to acknowledge and appreciate difference and diversity
 - teach pupils how to make informed choices
 - prepare pupils to be positive and active members of a democratic society
 - teach pupils to understand what constitutes a safe and healthy lifestyle

- provide a framework in which sensitive discussions can take place regarding issues that may affect their lives
- promote safety in forming and maintaining relationships
- provide pupils with a toolkit for understanding and managing their emotions
- help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health, and how to stay safe on-line
- prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- help pupils understand the key concepts included in British Values

The Health Education Curriculum

- 8) The focus will be on teaching the characteristics of good physical health and mental well-being. Teachers make it clear that mental well-being is a normal part of daily life, in the same way as physical health.
- 9) This includes pupils being taught:
- the benefits and importance of daily exercise, good nutrition and sufficient sleep
 - giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences
 - about issues such as isolation, unhappiness, bullying and the negative impacts of poor health and wellbeing.

Responsibilities

- 10) The responsibilities of subject leader/s for PSHE/RSE include (but are not limited to):
- regularly updating curriculum plans so that the content of what is taught is in line with statutory requirements/guidance
 - analysing information from safeguarding and pastoral leaders to determine the most appropriate point to introduce or revisit the teaching of pupils about particular risks and issues

- ensuring that qualitative checks are made of the PSHE/RSE curriculum's implementation, through visits to lessons and scrutiny of pupils' work
- periodically seeking the views of pupils, staff and parents about the content of the PSHE/RSE curriculum and the effectiveness with which it is implemented
- providing guidance and support as required for those teaching PSHE/RSE.

11) Staff are responsible for:

- delivering PSHE/RSE in a sensitive manner
- modelling positive attitudes towards PSHE/SRE
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory aspects of RSE.

Staff do not have the right to opt out of teaching PSHE/RSE. Staff who have concerns about teaching PSHE or RSE should discuss these with the principal.

12) Pupils are expected to:

- engage fully in PSHE/RSE, treating others with respect and sensitivity when engaged in discussion

Parents' right to withdraw

13) Parents have the right to withdraw their children from the non-statutory, non-science related components of sex education within RSE up to and until 3 terms before their child turns 16. Requests for withdrawal must be put in writing. Alternative work will be provided for pupils who are withdrawn from sex education.

Safeguarding

14) The school may invite outside visitors to support teaching and learning, e.g. school nurse, following the protocol for visitors. Staff are aware of the need for confidentiality and to handle sensitive and controversial issues carefully. The nature of this subject means that, at times, issues may arise that cause safeguarding concerns and staff are aware of the need to follow the child protection policy at all times.

Special Educational Needs and Disabilities

- 15) The particular needs and vulnerabilities of pupils with SEND will be considered when teaching RSE.

Equalities

In meeting the requirements of the Equality Act 2010 the school is committed to the provision of RSE to all of its pupils. Every child is entitled to receive high-quality RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, and social circumstances.

Assessment and monitoring

- 16) Assessment will be completed using Teacher Assessment. Self-assessment will take place where and when the teacher deems suitable.
- 17) Monitoring of work in the classroom will form part of the school's established programme of lesson monitoring and evaluation.

Scheme of Work

- 18) See appendix two.

Review

- 19) This policy will be reviewed annually, involving parental consultation when significant changes are being considered, and approved by the board of trustees.

Appendix One: What pupils should know by the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children 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 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.
	<ul style="list-style-type: none"> • 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 marriage¹ 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.

¹ 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.

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, 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. • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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 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.

	<ul style="list-style-type: none"> • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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Appendix Two: PSHE/RSE Curriculum Plan

Year 1 and 2

Term		Topic	Year 1		Topic	Year 2	
Autumn	HT1	Families and friendships Safe relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> About the roles of different people in families About feeling cared for within families About the importance of telling someone if they are worried about something in their family. Safe relationships (con) <ul style="list-style-type: none"> About other people's feelings About what it means to keep something private, including parts of the body. 	What children will be able to do Families and Friendships <ul style="list-style-type: none"> Talk about people in their family Identify ways which people show they care. Safe relationships Talk about things that make people happy, sad, angry, frustrated, proud, Sing the pantasaurus song	Families and friendships Safe Relationships	What children will learn: Families and Friendships <ul style="list-style-type: none"> About how to make friends What causes arguments To recognise when and how to ask for help from trusted adults. Safe relationships <ul style="list-style-type: none"> How to recognise and what to do about hurtful behaviour, including online. 	What children will be able to do Families and Friendships They will role play: inviting people to play, sharing, asking for help, positively resolve arguments with friends. List their trusted adults. Safe relationships They will know how to ask for help from trusted adults. Role play saying no and asking for help.

Autumn	HT2	Safe relationships (continued) Respecting ourselves and others	<p>What children will learn:</p> <p>Safe relationships (con)</p> <ul style="list-style-type: none"> About seeking permission to touch others (eg tickling,) <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About how behaviour affects others About being polite and respectful About taking turns About class rules 	<p>What children will be able to do</p> <p>Safe relationships (con)</p> <p>Role play asking to hold someone's hand and tickling with the answer being no. Role playing telling an adult about something someone is worried about.</p> <p>Respecting ourselves and others</p> <p>Give examples of what is kind and unkind behaviour. Role play telling someone to stop. Tell us what the school golden rules are and why we have them.</p>	Safe relationships (continued) Respecting ourselves and others	<p>What children will learn:</p> <p>Safe relationships (con)</p> <ul style="list-style-type: none"> The importance of resisting pressure from peers To know the difference between happy surprises and harmful secrets. Identify bullying and what to do. <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About how friends can have similarities and differences. How to share ideas and respect other's opinions/cultures 	<p>What children will be able to do</p> <p>Safe relationships (con)</p> <p>They will identify hurtful behaviour and differentiate this from bullying. They will know what to do about hurtful behaviour and bullying.</p> <p>Respecting ourselves and others</p> <p>Role play working cooperatively. Identify similarities and differences between them and their peers. Explain/role play how to respond when someone has a differing opinion.</p>
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<p>Spring</p>	<p>HT3</p>	<p>Belonging to a community Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • About what rules are • About caring for others' needs • About looking after the environment <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • About why people use the internet 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Talk about why rules are important Identify own and others needs in pictures eg. Babies, refugees, Identify ways of looking after Gorleston beach and the park.</p> <p>Media literacy and Digital resilience</p> <p>Draw pictures of why people use the internet (eg. To find out information about things like animals, games, buy things)</p>	<p>Belonging to a community Media literacy and Digital resilience</p>	<p>What children will learn:</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • About different rights and responsibilities • How people help others who live in our community <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • To know ways which people can use the internet. • To know that some content on the internet is for entertainment and other content is factual. 	<p>What children will be able to do</p> <p>Belonging to a community</p> <p>Identify charities that work in Gorleston and how they help people, and how they can help people in our school community.</p> <p>Media literacy and Digital resilience</p> <p>Identify factual or entertaining content. Know how people access the internet.</p>
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<p>Spring</p>	<p>HT4</p>	<p>Media literacy and Digital resilience (continued) Money and Work</p>	<p>What children will learn:</p> <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • About why people use the internet • About communicating online safely <p>Money and Work</p> <ul style="list-style-type: none"> • About own strengths and interests • About jobs in the community 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Talk about the need for an adult to supervise them when on devices, and talking to an adult if you they see something that worries them or makes them feel uncomfortable.</p> <p>Money and Work</p> <p>Draw people at work and their jobs.</p>	<p>Media literacy and Digital resilience (continued) Money and Work</p>	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> • To know what to do if they find content that makes them scared, worried, feel uncomfortable or unhappy. <p>Money and Work</p> <ul style="list-style-type: none"> • About what money is and different forms of paying • Recognise the difference between needs and wants and prioritising where money is spent. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Role play talking to a trusted adult and the need to not show other children.</p> <p>Money and Work</p> <p>Identify different ways to buy things (including online and risk of scams). What to do with money and choose the right things to buy. Sort needs and wants.</p>
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<p>Summer</p>	<p>HT5</p>	<p>Physical health and Mental wellbeing Growing and changing</p>	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • What is means to be healthy and why • About basic hygiene routines • About people who help us stay healthy <p>Growing and changing</p> <ul style="list-style-type: none"> • To recognise own strengths, likes, dislikes, achievements, • To understand how they are the same and different to others. 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Use pictures to explain what being healthy looks like and why it is important. Make a collage to explain how to stay safe in the sun. Make figures and talk about people who help us stay healthy.</p> <p>Growing and changing</p> <p>They will list things they are good at, things they dislike and how these things are the same or different to other people.</p>	<p>Physical health and Mental wellbeing Growing and changing</p>	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • About routines for maintaining good physical and mental health <p>Growing and changing</p> <ul style="list-style-type: none"> • About the human life cycle • Name body parts (penis and vagina) 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>They will know about dental health, vaccines, sleep and rest importance, ways to feel good, calm down or change their mood. Ways to help manage feelings associated with change, loss and bereavement.</p> <p>Growing and changing</p> <p>Label parts of the body Explain the life cycle of the body and how as people grow older, their feelings, opportunities and responsibilities change.</p>
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<p>Summer</p>	<p>HT6</p>	<p>Growing and changing (continued) Keeping safe</p>	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> To recognise feelings in themselves and others. <p>Keeping safe</p> <ul style="list-style-type: none"> To know why we have rules To know who they can tell if they are unhappy, worried, uncomfortable or scared 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>They will talk about people's feelings and how to recognise them in other people. Discuss different behaviours and how they reflect feelings.</p> <p>Keeping safe</p> <p>They will be able to talk about rules they have at home and school. They will list their trusted adults.</p>	<p>Growing and changing (continued) Keeping safe</p>	<p>What children will learn:</p> <p>Growing and changing (continued)</p> <ul style="list-style-type: none"> About preparing to move to key stage 2 <p>Keeping safe</p> <ul style="list-style-type: none"> Recognise risks and keep themselves safe at home and the local environment. To call 999 in an emergency 	<p>What children will be able to do</p> <p>Growing and changing (continued)</p> <p>Write a letter to their new teacher telling them about themselves. They will identify goals for y3 and achievements in y2.</p> <p>Keeping safe</p> <p>Recognise risks at home, in the park and on the beach. Identify unsafe situations eg roads. Role play calling 999 and what to say.</p>
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Year 3 and 4

		Topic	Year 3		Topic	Year 4	
Autumn	HT1	Families and friendships Safe relationships	<p>What children will learn:</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> Recognise that there are different types of families. Families provide support, stability and love. Identify if/when something in a family might upset/worry someone. What to do if family relationships are making them worried, feel unsafe or uncomfortable. <p>Safe relationships</p> <ul style="list-style-type: none"> About what is appropriate to say/share with friends, including online About staying safe online 	<p>What children will be able to do</p> <p>Families and Friendships</p> <p>Identify different family types and respect family choices. Identify ways that people show they love/care/support each other, as well as identify things that might make someone worried. Talk through what to do and the need to tell trusted adults if they feel unhappy/unsafe/uncomfortable</p> <p>Safe relationships</p> <p>They will explain what is ok to say/share online and what isn't, and what to do if this happens. Explain what basic strategies (eg passwords, adult supervision, etc) to use when online. Identify racist/online bullying behaviour.</p>	Families and friendships Safe Relationships	<p>What children will learn:</p> <p>Families and Friendships</p> <ul style="list-style-type: none"> About features of positive, healthy relationships and friendships. About knowing someone online differs from face-to-face and the risks involved. <p>Safe relationships</p> <ul style="list-style-type: none"> About the differences between playful teasing, hurtful behaviour and bullying. 	<p>What children will be able to do</p> <p>Families and Friendships</p> <p>Explain what a positive, healthy relationship, family and friendship looks like. Role play building positive friendships in person. Explain the dangers of communication with strangers online.</p> <p>Safe relationships</p> <p>They will identify the differences between playful teasing, hurtful behaviour and bullying from scenarios.</p>

<p>Autumn</p>	<p>HT2</p>	<p>Safe relationships (continued) Respecting ourselves and others</p>	<p>What children will learn: Safe relationships (con)</p> <ul style="list-style-type: none"> About staying safe online <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About respectful behaviours About polite behaviours 	<p>What children will be able to do Safe relationships (con) Explain similarities and differences face-to-face and online. Explain effects and consequences of online bullying.</p> <p>Respecting ourselves and others Show respectful responses in the classroom, playground and in the community. Show how to treat other people in the wider community/cultures.</p>	<p>Safe relationships (continued) Respecting ourselves and others</p>	<p>What children will learn: Safe relationships (con)</p> <ul style="list-style-type: none"> About dares and peer pressure About risks online and reporting concerns About online bullying <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> About differences between people About the importance of respecting and including everyone of every faith, race, gender, age, etc. 	<p>What children will be able to do Safe relationships (con) Role play saying no to peer pressure to do dares that are dangerous, inappropriate or dares they don't want to do. Role play telling a trusted adult. Explain how to report concerns online. Compare bullying to bullying online</p> <p>Respecting ourselves and others Explain differences like gender, faith, race and explain similarities and differences between themselves and others. List ways to show respect to people.</p>
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Spring	HT3	Belonging to a community Media literacy and Digital resilience	What children will learn: Belonging to a community <ul style="list-style-type: none"> • About rules and laws and what happens if they are broken • About human rights, and that every right has a responsibility. Media literacy and Digital resilience <ul style="list-style-type: none"> • About how to use the internet responsibly. 	What children will be able to do Belonging to a community Explain the consequences of not following our golden rules or the law. Identify basic human rights and responsibilities. Media literacy and Digital resilience Explain the need to balance time on the internet with other hobbies. Identify age ratings of games. Discuss how to report things online and tell a trusted adult.	Belonging to a community Media literacy and Digital resilience	What children will learn: Belonging to a community <ul style="list-style-type: none"> • About the meaning and benefits of living in a community • About how to show compassion and help others in need. Media literacy and Digital resilience <ul style="list-style-type: none"> • About how organisations use personal information 	What children will be able to do Belonging to a community Identify groups that work and volunteer in our community and reflect on what they as individuals do to support our local community. Media literacy and Digital resilience Match personal information to the advert, explain why organisations to this and what affect this might have on people.
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<p>Spring</p>	<p>HT4</p>	<p>Media literacy and Digital resilience (continued) Money and Work</p>	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> • How to recognise if something online is true or fake <p>Money and Work</p> <ul style="list-style-type: none"> • Jobs in different sectors • Common misconceptions and stereotypes in the work place. • Skills needed to do jobs 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Identify true and fake stories, pictures/photos, information texts.</p> <p>Compare them to other examples to check for accuracy/facts.</p> <p>Money and Work</p> <p>List jobs and misconceptions/ stereotypes relating to them. Set goals. List job skills/attitudes needed.</p>	<p>Media literacy and Digital resilience (continued) Money and Work</p>	<p>What children will learn:</p> <p>Media literacy and Digital resilience (continued)</p> <ul style="list-style-type: none"> • About how search results are ordered according to popularity and how this effects what people see. <p>Money and Work</p> <ul style="list-style-type: none"> • How to keep track of spending/ budgets. • How people spend money has positive and negative affects on themselves and others. 	<p>What children will be able to do</p> <p>Media literacy and Digital resilience (continued)</p> <p>Search the internet and compare results. Discuss why results are ordered in this way.</p> <p>Money and Work</p> <p>Compare spending and budgeting and explain why it is important to keep track of how much is being spent. Explain different ways to pay for things.</p>
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<p>Summer</p>	<p>HT5</p>	<p>Physical health and Mental wellbeing Growing and changing</p>	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • About healthy and unhealthy choices <p>Growing and changing</p> <ul style="list-style-type: none"> • That everyone is an individual and has unique and valuable contributions • About common challenges to self-worth • 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Identify habits that are healthy and unhealthy (food, sleep, exercise), explain what might negatively influence unhealthy choices, identify the impact of making healthy/unhealthy choices</p> <p>Growing and changing</p> <p>Explain basic strategies to manage and reframe setbacks. Explain what to do if things do not go to plan/are challenging.</p>	<p>Physical health and Mental wellbeing Growing and changing</p>	<p>What children will learn:</p> <p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • About a wide range of factors what maintain a balanced, healthy lifestyle. • About good physical and dental health <p>Growing and changing</p> <ul style="list-style-type: none"> • About the physical and emotional changes during puberty. • 	<p>What children will be able to do</p> <p>Physical health and Mental wellbeing</p> <p>Explain what good physical health means and how to recognised early signs of physical illness. Explain what to do if someone is unwell – doctor, 111, 999, pharmacy. Effects of foods, drinks and lack dental hygiene on teeth.</p> <p>Growing and changing</p> <p>Explain key facts about puberty including the menstrual cycleHow to discuss the challenges of puberty with a trusted adult.</p>
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<p>Summer</p>	<p>HT6</p>	<p>Growing and changing (continued) Keeping safe</p>	<p>What children will learn: Growing and changing (continued)</p> <ul style="list-style-type: none"> About strengths and weaknesses and that they form part of a person's identity. <p>Keeping safe</p> <ul style="list-style-type: none"> About predicting, assessing and managing hazards at home, school, local environment and everyday situations 	<p>What children will be able to do Growing and changing (continued)</p> <p>Identify own strengths and interests and what they are proud of.</p> <p>Keeping safe</p> <p>Predict hazards walking to and from school, the beach, shopping, fireworks night, railways, etc. and explain how to minimise the risks.</p>	<p>Growing and changing (continued) Keeping safe</p>	<p>What children will learn: Growing and changing (continued)</p> <ul style="list-style-type: none"> Importance of personal hygiene. <p>Keeping safe</p> <ul style="list-style-type: none"> About medicines and the effects related to them. 	<p>What children will be able to do Growing and changing (continued)</p> <p>Identify how to look after personal hygiene.</p> <p>Keeping safe</p> <p>They will list household medicines and drugs (cigarettes, vaping, alcohol) and the benefits and long term risks of taking them.</p>
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