

RSHE Policy Appendices

Appendix 1: Policy Review Process

RSHE and PSHE subject leaders gather all relevant information from national and local guidance and tailor this to meet the specific needs of our pupils.

Staff Consultation

All appropriate school staff are given the opportunity to review the new curriculum in detail. Staff provide feedback and suggested recommendations or changes to the knowledge blocks taught in each year group.

Parent Consultation

Parents are encouraged to explore the RSHE curriculum via the school website, which includes access to the policy and curriculum map. They are invited to complete a questionnaire to share their views and feedback.

Ratification and Approval

Based on feedback from staff and parent consultations, the RSHE curriculum and supporting documents are updated and shared with the governing body for review. The governing body subsequently approves the final version of the curriculum.

Appendix 2: Roles and Responsibilities

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSHE who supports the school and monitors any aspects of RSHE included within the SIP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn from sex education teaching.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up to date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RSHE resources are available to parents beforehand.
- Discussing and reviewing requests from parents to withdraw their children from sex education teaching.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RSHE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSHE in school.

- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach
- Ensuring the subjects are age-appropriate and high-quality and up to date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Informing parents when Sex Education lessons are due to take place so parents are kept informed of curriculum content.

Working with the RSHE subject leader to evaluate the quality of provision; parents will be responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.

- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

Appendix 3: Learning Statements for Relationships Education as set out by the Department for Education 2019

Throughout your child's time at Pensby Primary School, they must engage with statutory Relationships Education.

Below you will find a breakdown of the objectives we will cover by the end of Year 6.

Relationships Education:

Families and people who care for me	Pupils should know: • 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 other 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. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (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.) • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, 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.

Respectful relationships	Pupils should know: • 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.
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•	• 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. • About different types of bullying (including cyber bullying), 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.
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 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 to do so. • Where to get advice e.g. family, school and/or other sources.

Appendix 4: Relationships Education as per Year Group

Reception:

PSED - ELG Goals:

- Building Relationships
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs

Year 1: Relationships Module

In Year 1, children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school. Children begin to recognise behaviours that help build positive relationships and those that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings.

What I Know Now

RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships

- Share their existing ideas about how people can treat others kindly and respectfully
- Begin to recognise behaviours that help build positive relationships
- Identify kind and unkind behaviours in everyday situations
- Suggest simple ways they can show kindness and respect to others

Friendship

RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe

- Recognise kind and thoughtful behaviours and explain how to be a good friend
- Understand the importance of caring about other people's feelings
- Be able to see a situation from another person's point of view

Year 2: Relationships Module

In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. Pupils develop empathy by considering situations from another person's point of view and why

it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help.

Bullying

RSHE DfE Links - Caring friendships; Respectful, kind relationships; Being safe; General wellbeing

- Name a range of feelings
- Understand why we should care about other people's feelings
- Be able to see and understand bullying behaviours
- Know how to cope with these bullying behaviours

Body Language

RSHE DfE Links - General wellbeing; Caring friendships; Respectful, kind relationships

- Recognise and name a range of feelings
- Understand that feelings can be shown without words
- Be able to see a situation from another person's point of view
- Explain why it is important to care about other people's feelings

Year 3: Relationships Module

In Year 3, children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships. Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries and body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable.

Touch

RSHE DfE Links - Developing bodies (Health Education); Caring friendships; Being safe; Respectful, kind relationships; Families and people who care for me

- Recognise the difference between appropriate and inappropriate touch
- Know why it is important to care about other people's feelings
- Understand personal boundaries
- Know who and how to ask for help
- Name human body parts

Summative Assessment: What I've Learnt

RSHE DfE Links - Respectful, kind relationships; Families and people who care for me; Caring friendships; Being safe; General wellbeing; Developing bodies (Health Education)

- Confidently demonstrate behaviours that help build positive and respectful relationships with others
- Recognise and respond appropriately to behaviours that may hurt or upset others
- Apply strategies to maintain positive relationships at home, at school and in the wider community
- Clearly explain the difference between kind, respectful and unkind behaviours

Year 4: Relationships: Growing & Changing Module

In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.

What I Know Now

RSHE DfE Links - Developing bodies (Health Education) Respectful, kind relationships; Being safe; Families and people who care for me

- Share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics
- Recognise behaviours and situations that may affect relationships or cause others to feel upset
- Identify trusted people and support who can help them manage relationship difficulties or worries
- Suggest and explain ways to show respect, kindness and consideration in everyday relationships

Appropriate Touch

RSHE DfE Links - Families and people who care for me; Caring friendships; Respectful, kind relationships; General wellbeing; Being safe

- Recognise the different types of relationships we can have and describe how these can change as we grow
- Explain how our families support us and how we can support our families
- Identify how relationships can be healthy or unhealthy

- Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

Year 5: Relationships: Growing & Changing Module

In Year 5, children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships.

Puberty

RSHE DfE Links - Developing bodies (Health Education) Families and people who care for me (Relationships)

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Adults' & Children's Views

RSHE DfE Links - Caring friendships; Respectful, kind relationships; Families and people who care for me; General wellbeing

- listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed
- identify key ideas and strategies shared by others that help people build and maintain healthy relationships
- reflect on and build their own understanding of relationships using information gathered from discussions and observations
- share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships

Year 6: Relationships: Growing & Changing Module

In Year 6, children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed.

At Pensby Primary we choose to deliver sex education and pupils will also learn about human reproduction and how conception occur **(See Appendix 7: Sex Education as per Year Group - Conception Unit)**

Summative Assessment: What I've Learnt

There are two versions of the school's summative assessment: one with summative assessment that includes retrieval of non-statutory sex education (see Appendix 7), and one that can be edited to remove these elements for those withdrawing. This specifically includes the final sentence on slide 3 which can also be edited out of the 'What I Know Now' worksheet), and the questions on slide 11.

RSHE DfE Statutory Links - Developing bodies (Health Education); Caring friendships; Respectful, kind relationships (Relationships)

- confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships
- evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm
- clearly explain and justify the difference between healthy and unhealthy relationship behaviours
- take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others

Appendix 5: Learning Statements for Health Education as set out by the Department for Education 2019

Throughout your child's time at Pensby Primary School, they must engage with statutory Relationships and Health Education. Below you will find a breakdown of the objectives we will cover by the end of Year 6.

Health (Physical Health and wellbeing):

Mental wellbeing	Pupils should know: • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a 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 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 the most part 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 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.
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
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.
Changing adolescent body	Pupils should know: • Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 6: Health Education as per Year Group

Reception:

PSED - ELG Self-Regulation

- Provides the foundation for later learning in PSHE and supports the development of mental wellbeing within Health Education.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- PSED - ELG Managing Self
- Provides the foundation for later Health Education in KS1 and beyond.
- Be confident to try new activities and show independence, resilience and perseverance in the face of
- Explain the reasons for rules, know right from wrong and try to behave accordingly; challenge
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

PD - ELG Gross Motor Skills

- Supports the foundations of physical health and contributes to later Health Education.
- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Year 1:

What I Know Now

- Share their existing ideas about what helps people stay healthy
- Begin to recognise choices that help keep their bodies healthy
- Identify healthy and less healthy choices in everyday situations
- Suggest simple habits that help keep themselves and others healthy

Washing Hands

- Understand why it is important to wash our hands
- Explain how germs spread and how they affect our health
- Demonstrate correct handwashing technique
- Begin to identify healthy and unhealthy choices

Year 2:

Healthy Eating

- Know that different foods help our bodies to stay healthy and grow strong
- Understand why some foods are healthier than others
- Be able to explain ways to keep healthy
- Recognise and begin to make healthy choices

Brushing Teeth

- Understand why it is important to brush our teeth
- Demonstrate how to brush our teeth properly
- Suggest ways to remember to brush teeth when we forget, are tired, or busy
- Recognise and begin to make healthy choice

Year 3:

Medicine

- Understand and explain simple safety rules about medicine
- Explain when it is safe to take medicine and why
- Know who it is safe to accept medicine from and why
- Recognise and make important healthy choices

What I've Learnt

- Confidently explain ways to help keep their bodies healthy
- Recognise and make healthy choices in everyday situations
- Apply simple routines that support good health, such as washing hands and brushing teeth
- Clearly explain the difference between healthy and less healthy choices

Year 4:

What I Know Now

- Share and reflect on their understanding of how to keep their bodies healthy as they begin to explore more complex health topics
- Recognise choices and behaviours that can affect their health and wellbeing
- Identify people and support who can help them stay healthy and make positive choices
- Suggest and explain healthy habits that support physical and personal wellbeing in everyday life

Healthy Living

- Explain what is meant by a balanced diet and plan a balanced meal
- Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older

- Understand nutritional information on packaged food and explain what it means • Describe different ways to maintain a healthy lifestyle

Year 5:

Smoking

- Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.
- Describe how smoking can affect your immediate and future health and wellbeing
- Give reasons why someone might start and continue to smoke
- Identify and use skills and strategies to resist any pressure to smoke

Adults & Children's Views

- Listen to and observe a range of views from adults and children about ways to stay healthy and maintain wellbeing
- Identify key ideas and healthy habits shared by others that support physical and personal health
- Reflect on and build their understanding of healthy choices using information gathered from discussions and observations
- Share their ideas and learning with peers, contributing thoughtfully to discussions about maintaining a healthy lifestyle

Puberty (Relationships - Growing & Changing module)

RSHE DfE Links - Developing bodies (Health Education); Families and people who care for me (Relationships)

In Year 5, children explore the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others, alongside further developing their understanding of relationships. They learn about the importance of respect, privacy and personal boundaries as they grow.

RSHE DfE Links - Developing bodies (Health Education); Families and people who care for me (Relationships)

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Year 6:

Alcohol

- Identify what is a risky choice
- Explain the risks associated with alcohol
- Describe how alcohol can affect your immediate and future health develop and recognise skills and strategies to keep safe

What I've Learnt

- Confidently apply and justify healthy choices that support their own health and wellbeing
- Evaluate situations and influences that may affect their health and respond responsibly
- Clearly explain and justify the difference between healthy and unhealthy choices
- Take increasing responsibility for maintaining healthy habits and supporting the wellbeing of themselves and others

Appendix 7: Sex Education as per Year Group

Year 6: Relationships - Growing & Changing Module

In Year 6, children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. **Pensby Primary School chooses to deliver sex education, and pupils will learn about human reproduction and how conception occurs within the Conception Unit.**

Conception

RSHE DfE Links - Developing bodies (Health Education); Non-statutory Sex Education

Pupils should:

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explore various different stages of pregnancy
- understand the laws around consent

Summative Assessment: What I've Learnt

RSHE DfE Statutory Links - Developing bodies (Health Education); Caring friendships; Respectful, kind relationships (Relationships).

Non-statutory Sex-education; specifically, the final sentence on slide 3 (this can also be edited out of the 'What I Know Now' worksheet), and the questions on slide 11: Conception happens when... Can you talk about the different stages of pregnancy? What is the legal age of consent to have sex?

- confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships
- evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm
- clearly explain and justify the difference between healthy and unhealthy relationship behaviours
- take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others

Appendix 8: Language and Terminology

Below is a summary of the key terms taught at each year group level, taken from our PSHE & RSHE programme:

Year 1:

- Keeping/Staying Safe: Baseline Assessment and Road Safety - Community, discuss, choice, pedestrian, zebra crossing, pelican crossing, puffin crossing, toucan crossing, avoid, situation, risk, safe, imaginary
- Keeping/Staying Healthy: Baseline Assessment and Washing Hands - Healthy, unhealthy, germs
- Relationships: Baseline Assessment and Friendship - Relationship, love, security, stability, disagree
- Being Responsible: Baseline Assessment and Water Spillage - Responsibility, responsible, accident, honesty, dishonest
- Feelings and Emotions: Baseline Assessment and Jealousy - Recognising, loneliness, frustration, experience, jealousy
- Computer Safety: Baseline Assessment and Online Bullying - Online, positive, negative
- Our World - Baseline Assessment and Growing in Our World - Planet, world, environment, humans, reproduce, protect, unique, common
- Hazard Watch: Baseline/Summative Assessment and Hazard watch (Years 1 -3) - Potential, sibling, community, hazard, danger
- Fire Safety (Special Module - Years 1-3) - Baseline/Summative Assessment, Hoax calling, petty arson, texting whilst driving, and Fire Safety Documentary - Burgled, collapsed, flammable, distraction, emergency, hoax, declaration

Year 2:

- Keeping/Staying Safe: Tying Shoelaces - Laces, buckle, velcro, accident, rules, unsafe
- Keeping/Staying Healthy: Ingredients, energy, repair, vitamins, natural, saturated fat, decay
- Relationships: Bullying and Body Language - Bullying, mean, describe, teasing, threatening, advice, imagine, anti-bullying
- Being Responsible: Practice Makes Perfect and Helping Someone In Need - Abilities, thoughtful, qualities, manners, courteous, appropriately, self-respect, improve
- Feelings and Emotions: Worry and Anger - Fidgety, annoyed, worry, anger, manage, control, trust
- Computer Safety: Image Sharing and Computer Safety Documentary - Permission, opinion, rules, declaration
- Our World: Living In Our World and Working In Our World - Wildlife, Community, Credit Card, Debit Card, spend, receive, save
- Hazard Watch: Baseline/Summative Assessment and Hazard watch (Years 1 -3) - Potential, sibling, community, hazard, danger
- Fire Safety (Special Module - Years 1-3) - Baseline/Summative Assessment, Hoax calling, petty arson, texting whilst driving, and Fire Safety Documentary - Burgled, collapsed, flammable, distraction, emergency, hoax, declaration

Year 3:

- Keeping/Staying Safe: Staying Safe, Leaning out of Windows and Summative Assessment - PCSO, appliances, dangerous, chemicals, warning sign, pressured, permission
- Keeping/Staying Healthy: Medicine, allergies, vaccination, antibodies, research, immune system, doctor
- Relationships: Touch and Summative Assessment - Communicate, situation, penis, testicles, vagina, vulva, anus, private parts, appropriate, nipples
- Being Responsible: Stealing and Summative Assessment - Borrowing, stealing, consequence, irresponsible, responsible
- Feelings and Emotions: Grief and Summative Assessment - Grief, confusion, memory box
- Computer Safety: Making Friends Online and Summative Assessment - Chatroom, report, reply, respond, Childline
- Our World: Looking After Our World and Summative Assessment - Reduce, re-use, recycle, environment, carbon footprint, Carbon Dioxide, global warming
- Hazard Watch: Baseline/Summative Assessment and Hazard watch (Years 1 -3) - Potential, sibling, community, hazard, danger
- Fire Safety (Special Module - Years 1-3) - Baseline/Summative Assessment, Hoax calling, petty arson, texting whilst driving, and Fire Safety Documentary - Burgled, collapsed, flammable, distraction, emergency, hoax, declaration

Year 4:

- Keeping/Staying Safe: Baseline Assessment and Cycle Safety - Statement, opinion, fact, strategies, junction, cycle safety
- Keeping/Staying Healthy: Baseline Assessment and Healthy Living - Lifestyle, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calorie
- Growing and Changing: Baseline Assessment and Appropriate Touch (Relationships) - Nervous, scared, inappropriate, connection, civil partnership, marriage
- Being Responsible: Baseline Assessment and Coming Home On Time - Punctual, responsible, irresponsible, appointment
- Feelings and Emotions: Baseline Assessment and Jealousy - Feelings, emotions, physical health, mental health, strategies
- Computer Safety: Baseline Assessment and Online Bullying - Online relationship, online bullying, offensive, insulting, rude, device, posting, false content, opinion, rumours
- The Working World: Baseline Assessment and Chores at Home - income tax, VAT, contribution, HM Revenue and Customs, society, chore, independence, self-motivation, apprenticeship, volunteer, stereotype
- A World Without Judgement: Baseline Assessment and Breaking Down Barriers - Judgement, equality, diversity, cohesion, barrier, attributes, similarities, differences, disability, polite, courteous, respectful
- First Aid: Baseline Assessment and First Aid - Treatment, emergency, severe, clinical advisor, life-threatening, conscious, asthma, anaphylaxis, allergic, prescribed, obstruction

Year 5:

- Keeping/Staying Safe: Peer Pressure and Adults' and Children's Views - Peer pressure, encourage, risk, risk assessment, support network
- Keeping/Staying Healthy: Smoking and Adults' and Children's Views - Nicotine, addictive, illegal, respiratory system, cardiovascular disease, cigarette, E-cigarette, tobacco

- Growing and Changing: Puberty and Adults' and Children's Views - Puberty, hormone, anonymous question, vagina, vulva, ovaries, fallopian tube, penis, testicles, bladder, scrotum
- Being Responsible: Looking Out For Others and Adults' and Children's Views - Considerate, inconsiderate
- Feelings and Emotions: Anger and Adults' and Children's Views - Displeasure, annoyance, hostility
- Computer Safety: Image Sharing and Adults' and Children's Views - Application, survey, kind action, image sharing, illegal
- The Working World: Enterprise and Adults' and Children's Views - Enterprise, priority, fundraising
- A World Without Judgement: Inclusion and Adults' and Children's Views - Inclusion, acceptance, discrimination, unique, anti-social, hate crime
- First Aid: First Aid - Year 5 - Unresponsive, underlying, casualty, compressions, unconscious

Year 6:

- Keeping/Staying Safe: Water Safety and Summative Assessment - Danger, consequences, water safety, water pollution, hidden currents, warning flags
- Keeping/Staying Healthy: Alcohol and Summative Assessment - Alcohol, ethanol, fermentation, unit, legal age limit, alcohol poisoning (Extension lesson vocabulary - cannabis, illegal drugs, mental illness, criminal offence, substances)
- Growing and Changing: Conception Summative Assessment - Conception, reproduction, consent, conceived, caesarean, foreskin, cervix, womb (uterus), urethra, fertilised, IVF
- Being Responsible: Stealing and Summative Assessment - Consent, possession, permission, trust, borrowing, stealing, responsible irresponsible
- Feelings and Emotions: Worry and Summative Assessment - Worry, anxious, troubled, positive action, prepare for change, mindfulness, strategies, managing emotions
- Computer Safety: Making Friends Online and Summative Assessment - Application, pretending, age restriction, online activity, social media sites, password
- The Working World: In-App Purchases and Summative Assessment - Bank account, loan, tax, interest, debit card, credit card, wages, debt, in-app purchases, budget, comparison, Fairtrade, gambling
- A World Without Judgement: British Values and Summative Assessment - Democracy, rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs, stereotype, British Values, cohesion, equal rights
- First Aid - Year 6 (Part 1): Minor, seizure, nauseous, incident. Part 2 and Summative Assessment - Minor, seizure, nauseous, incident

Appendix 9: Answering Difficult Questions

At Primary School, any concerns about a pupil's safety or wellbeing are managed in line with the school's safeguarding procedures. Staff use the following approach when responding to pupils' questions:

- Ground rules are established and revisited at the start of each session to support respectful discussion
- Questions are answered openly, honestly, and factually, using age-appropriate language
- Staff do not answer personal questions about themselves or ask pupils direct personal questions
- Pupils are given regular opportunities to ask questions:
- Questions may be asked openly or anonymously (e.g. question box)
- Staff check and respond to appropriate questions in a timely manner
- Pupils are encouraged and praised for asking questions and seeking support from trusted adults
- Responses are managed carefully to meet pupils' needs:
- Relevant questions may be addressed with the whole class, small groups, or individuals.
- Staff may delay responses to allow time to prepare an appropriate answer. If a question is outside the curriculum or requires sensitivity, a follow-up response will be planned.
- Suggested initial response:
- "That is a great question. I would like to give you a clear answer, so I will take some time to think about it and come back to you."
- Where needed:
- Staff seek advice from the PSHE & RSE Lead or safeguarding team • Parents/carers may be consulted if appropriate

Appendix 10: Withdrawal Form

Pensby Primary School

Supporting form for parents/carers to complete in order to withdraw child/children from the sex education components of the RSE Curriculum.

To be completed by parents / carers			
Name of child		Year group	
Name of parent		Date	

To be completed by parents / carers		
I would like my child to be withdrawn from all sex No: education lessons.		Yes:
If you opted for no, please state the lesson (s) you would like your child to be withdrawn from.		
Reason(s) for withdrawing your child from the sex education lessons.		
Please provide any additional information you would like the school to consider.		

Parent signature:

To be completed by the school

Actions agreed from discussion with parents (include what work the child will complete instead).

Staff signature

Date actions agreed