

# Widford Lodge

## PREPARATORY SCHOOL



## **2f Relationships and Sex Education (RSE) and Health Education Policy**

This policy applies to all pupils in the school including those in the EYFS

**October 2020**

**Next Review: September 2021**

This policy has been written taking into account the Relationships and Sex Education Guidance (DfEE October 2020). The Policy is reviewed and updated annually and approved by the Head Teacher and Proprietor of Widford Lodge School.

## **Definition**

Relationship and Sex education (RSE) is lifelong learning about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. At Widford Lodge, we will teach the fundamental building blocks and characteristics of healthy, respectful and positive relationships, focusing on family and friendships, in all contexts, including online.

## **Introduction**

Our work in RSE is set in the wider context of Widford Lodge's values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to engage confidently with the challenges of adult life, including online challenges.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

## **Aims for Relationships and Sex Education**

All adults will work towards achieving these aims for RSE at Widford Lodge. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- understand about a variety of families and relationships (including LGBT relationships)
- develop understanding of the value of stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- understand that the principles of positive relationships also apply online
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address RSE in an age-appropriate way
- value, care for and respect their bodies
- access additional advice and support

## **Delivering our RSE curriculum**

Our Curriculum for RSE (see Appendix A) describes the elements which will be taught. Our RSE curriculum will be delivered to all children from Reception up to and including Form 6.

Appendix B sets out what all our children should know at the end of Form 6. The Curriculum is wholly consistent with the National Curriculum (2014), DfE (2019) and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks.
- Other Curriculum areas, especially Science, English, RE, Computing and PE
- Enrichment activities, especially our assembly programme, involvement in school trips and adventurous activities, activities carried out as part of being a health promoting school.

Specific Units of Work on RSE are planned into our teaching programme every year across all year groups. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

When teaching children about families and relationships, LGBT relationships will be fully integrated into our curriculum rather than as a standalone unit. All teaching will be sensitive, age-appropriate both in content and approach. Children will be taught, above all else, about equality and respect.

## **Delivering our Health and Wellbeing curriculum**

We aim to teach pupils at Widford Lodge about physical health and mental wellbeing and to give them the information that they need to make good decisions about their own health and wellbeing. Appendix C sets out what all our children should know at the end of Form 6. The Curriculum is wholly consistent with the National Curriculum (2014), DfE (2019) and OfSTED guidance.

Physical health and mental wellbeing are interlinked, and it is important for our pupils understand that good physical health contributes to good mental wellbeing, and vice versa. Mental wellbeing should be part of daily life, in the same way as physical health.

Puberty including menstruation will be covered in Health Education lessons and our Science lessons and will be, as far as possible, be addressed before onset. This will ensure male and female pupils are prepared for changes they and their peers will experience.

From the Early Years onwards, pupils will be taught about the importance of daily exercise, good nutrition and sufficient sleep, and we will support pupils to gain the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions.

Pupils will be taught the benefits of hobbies, interests and participation in their own communities. Our teaching will make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and

structured activities and groups (for example The Brownies or Cub Scouts), are beneficial for health and wellbeing.

We will also teach our pupils about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Form 5 and 6 pupils will be taught about social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

Our curriculum will give a firm foundation in the benefits and characteristics of good health and wellbeing enabling us to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

### **Responsibilities for Curriculum Delivery and Policy Implementation**

- We regard it as the shared responsibility of all adults working at Widford Lodge to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by Form/PSHEE teachers and the science teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing the policy annually and evaluating RSE at Widford Lodge. The PSHE Co-ordinator will report to the Head Teacher in this task who will approve the policy.

### **Teaching Methodologies**

**Ground Rules:** RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

### **Answering Questions:**

RSE curriculum content will always be delivered in a non-judgemental, factual way allowing scope for pupils to ask questions publicly or anonymously. We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

### **Special Educational Needs and Disabilities (SEND)**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme/activities will be provided where necessary, to ensure that all pupils gain a full understanding.

## Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, disability, race, religion or belief, so giving equal opportunities and avoiding discrimination in line with the Equalities Act 2010.

## Resources

We will primarily use the [Cambridgeshire Primary Personal Development Programme](#) and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

## Working with Parents/Carers and our School Community

Parents/carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSE from their parents. Therefore, we seek to work in partnership with parents when planning and delivering RSE. We will encourage this partnership by:

- Informing parents by email in the Spring Term of the forthcoming RSE topics
- Gathering parents' views on the teaching of RSE (parent questionnaire Feb '17) and taking these into account when it is being reviewed
- Consulting parents via email in February 2020 before updating our RSE policy
- Informing parents about the RSE programme as their child joins the school through the curriculum booklets for each year group that are published on Widford Lodge's website
- Inviting parents to discuss their views and concerns about RSE on an informal basis
- Having our RSE policy published on our website and provide free to parents on request

Up until now, it was possible for parents to withdraw their children from the teaching of Relationships and Sex Education (with the exception of what is taught in the Science National Curriculum), but from Summer 2021 parents will not be able to withdraw their children from the teaching of Relationship Education, only Sex Education. It is important for all parents to understand that the RSE sessions have been designed in line with Department of Education recommendations and with support from the PSHE Association to ensure that the content is sensitive, comprehensively planned and age-appropriate.

## Confidentiality

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they should follow the school's safeguarding/child protection procedures.

<b>Early Learning Goals (2012)</b>	<p><b>Foundation Stage (Age 4 - 5)</b></p> <p><b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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The following section gives the questions our children will engage with as part of our planned RSE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme (CPPDP) Unit My Body and Growing Up BG F.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>What does my body look like?</li> <li>How has my body changed as it has grown?</li> <li>Who are the members of my family and trusted people who look after me?</li> </ul>	<ul style="list-style-type: none"> <li>What differences and similarities are there between our bodies?</li> <li>How can I look after my body and keep it clean?</li> </ul>	<ul style="list-style-type: none"> <li>What can my body do?</li> <li>How am I learning to take care of myself and what do I still need help with?</li> <li>How do I feel about growing up?</li> </ul>

The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.

<ul style="list-style-type: none"> <li>To describe their own appearance and name external body parts including using agreed names for the sexual parts.</li> <li>To understand ways in which their body has changed since they were a baby.</li> <li>To understand how members of their family and other trusted people care for and look after them.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise similarities and differences between the bodies of girls and boys.</li> <li>To understand ways of looking after their body and keeping it clean.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and value what their bodies can do.</li> <li>To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</li> <li>To recognise how growing up makes them feel.</li> </ul>
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>Who is my family and how do we care for each other?</li> <li>Who are the different people who make up a family?</li> <li>How do I know if something is safe or unsafe?</li> </ul>	<ul style="list-style-type: none"> <li>How can I be a good friend?</li> <li>Can I recognise and show my emotions?</li> <li>Can I recognise emotions in other people and say how they are feeling?</li> <li>Can I say 'No' if I feel unsure about something and it does not feel safe or good?</li> </ul>	<ul style="list-style-type: none"> <li>What things are especially important to my family and me?</li> <li>What do I think I have to keep safe from?</li> </ul>

<b>Statutory Science Curriculum</b>	<b>Key Stage 1 (Year 1/2)</b> <ul style="list-style-type: none"> <li>Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Y2 notice that animals, including humans, have offspring which grow into adults</li> <li>Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
<b>Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)</b>	<ul style="list-style-type: none"> <li>about the process of growing from young to old and how people's needs change</li> <li>about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>the importance of and how to maintain personal hygiene</li> <li>how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> </ul>

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li><b>What are the names of the main parts of the body?</b></li> <li><b>How can I keep my body clean?</b></li> <li><b>How can I stop common illnesses and diseases spreading?</b></li> <li><b>How do babies change and grow?</b></li> <li><b>What do babies and children need?</b></li> </ul>	<ul style="list-style-type: none"> <li>What can my body do?</li> <li><b>How have I changed since I was a baby?</b></li> <li>What are my responsibilities now I'm older?</li> </ul>	<ul style="list-style-type: none"> <li>Do I understand how amazing my body is?</li> <li>When am I in charge of my actions and my body?</li> </ul>

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 and SR2

<ul style="list-style-type: none"> <li><b>To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.</b></li> <li><b>To know how to keep themselves clean.</b></li> <li><b>To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.</b></li> <li><b>To know that humans produce babies that grow into children and then into adults.</b></li> <li><b>To understand the needs of babies and young children.</b></li> </ul>	<ul style="list-style-type: none"> <li>To describe what their bodies can do.</li> <li><b>To consider the ways they have changed physically since they were born.</b></li> <li>To consider their responsibilities now and compare these with when they were younger.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that they have responsibility for their body's actions and that their body belongs to them.</li> <li>To appreciate how amazing their body is.</li> </ul>
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>What are risky situations and how can I keep myself safer?</li> <li>What healthy choices can I make?</li> <li>What are some of the similarities and differences between me and others?</li> <li>Who looks after me and what are their responsibilities?</li> <li>Do I understand what good and bad secrets might be?</li> </ul>	<ul style="list-style-type: none"> <li>Can I name some different feelings?</li> <li>How can I stand up for myself?</li> <li>How can I negotiate to sort out disagreements?</li> <li>Can I describe what a friend is and does?</li> <li>How do I cope when friendships change?</li> </ul>	<ul style="list-style-type: none"> <li>How do my feelings and my actions affect others?</li> <li>Who is in my family and how do we care for each other?</li> <li>Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?</li> </ul>



<b>Statutory Science Curriculum</b>	<b>Key Stage 2 (Year 3/4)</b> <ul style="list-style-type: none"> <li>Y3 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Y4 notice that animals, including humans, have offspring which grow into adults</li> <li>Y4 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Y4 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
<b>Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)</b>	<ul style="list-style-type: none"> <li>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>	<ul style="list-style-type: none"> <li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>how their body will change as they approach and move through puberty</li> <li>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>about human reproduction</li> </ul>

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 3/4. These areas will be covered using the CPPDP Units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li><b>How are males and females different and what are the different parts called?</b></li> <li><b>What are the main stages of the human life cycle?</b></li> <li>How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to keep clean?</li> <li>What am I responsible for now and how will this change?</li> <li>What can I do for myself to stay clean and how will this change in the future?</li> </ul>	<ul style="list-style-type: none"> <li>What can my body do and how is it special?</li> <li>How do parents and carers care for babies?</li> <li>What does it mean to be 'grown up'?</li> </ul>

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 and SR4

<ul style="list-style-type: none"> <li><b>To understand the physical differences between males and females.</b></li> <li><b>To recognise the main external parts of the bodies of humans, including scientific names for sexual parts.</b></li> <li><b>To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</b></li> <li><b>To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread</b> and how they are able to reduce this.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the benefits of carrying regular personal hygiene routines.</li> <li>To consider their responsibilities and how these have changed and how they will change in the future.</li> <li>To consider who is responsible for their personal hygiene now, and how this will change the future.</li> </ul>	<ul style="list-style-type: none"> <li>To value their own body and recognise its uniqueness.</li> <li>To consider the responsibilities that parents and carers have for babies and children.</li> <li>To investigate perceptions of being 'grown up'.</li> </ul>
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>What risks are there to my safety, my friendships and my feelings?</li> <li>What are some of the different lifestyles and beliefs people have?</li> <li>When might I need to break a promise or tell a secret?</li> <li>What changes have I already experienced and might I experience in the future?</li> </ul>	<ul style="list-style-type: none"> <li>How can I communicate my emotions?</li> <li>How can I cope with difficult emotions?</li> <li>How do I cope when relationships change?</li> </ul>	<ul style="list-style-type: none"> <li>How can I have a healthy lifestyle?</li> <li>How am I changing as I grow up?</li> </ul>



<b>Statutory Science Curriculum</b>	<b>Key Stage 2 (Year 5/6)</b> <ul style="list-style-type: none"> <li>Y5 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Y6 notice that animals, including humans, have offspring which grow into adults</li> <li>Y6 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<ul style="list-style-type: none"> <li>Y5 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Y6 describe the life process of reproduction in some plants and animals.</li> <li>Y6 describe the changes as humans develop to old age.</li> </ul>
<b>Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)</b>	<ul style="list-style-type: none"> <li>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>	<ul style="list-style-type: none"> <li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>how their body will change as they approach and move through puberty</li> <li>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>about human reproduction</li> </ul>

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 5/6. These areas will be covered using the CPPDP Units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li><b>What are male and female sexual parts called and what do they do?</b></li> <li><b>What happens to the bodies of boys and girls when they reach puberty?</b></li> <li><b>How can the spread of viruses and bacteria be stopped?</b></li> <li><b>How are babies made?</b></li> </ul>	<ul style="list-style-type: none"> <li><b>How can I keep my growing and changing body clean?</b></li> <li>How can I express my feeling positively as I grow up?</li> <li>What should adults think about before they have a baby?</li> </ul>	<ul style="list-style-type: none"> <li>What influences my view of my body?</li> <li>What are families like?</li> <li>When am I responsible for how others feel?</li> </ul>

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 and SR6

<ul style="list-style-type: none"> <li><b>To identify male and female sexual parts and describe their functions.</b></li> <li>To know appropriate terminology for use in different situations.</li> <li><b>To know and understand about the physical changes that take place at puberty, why they happen</b> and how to manage them.</li> <li>To understand that physical change happens at different rates for different people.</li> <li><b>To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria.</b></li> <li><b>To know about the facts of the human lifecycle, including sexual intercourse.</b></li> </ul>	<ul style="list-style-type: none"> <li>To know about new aspects of personal hygiene relevant to puberty.</li> <li>To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.</li> <li>To have a basic awareness of responsible parenting choices.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the media, families and friends can influence attitudes to their bodies.</li> <li>To consider how they have some responsibility for the feelings and well-being of others.</li> <li>To consider the need for trust and love in marriage and established relationships.</li> <li>To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners, extended families.</li> </ul>
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>What are the different consequences for taking physical, social and emotional risks?</li> <li>What does being healthy mean and what are the benefits?</li> <li>What different kinds of families are there?</li> <li>How are my friendships and relationships changing?</li> </ul>	<ul style="list-style-type: none"> <li>How do I manage strong emotions?</li> <li>How do I recognise how other people feel and respond to them?</li> <li>How can I share my views effectively and negotiate with other's to reach agreement?</li> </ul>	<ul style="list-style-type: none"> <li>How can I show respect for different views, lifestyles and beliefs?</li> <li>What can I do when I realise I'm in a bad mood?</li> <li>When am I responsible for my personal safety?</li> </ul>

**Appendix B****By the end of Widford Lodge:**

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage, both opposite sex and same sex couples, 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>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li></ul>

	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very 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>• 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>

<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> </ul>

	<ul style="list-style-type: none"><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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**Appendix C****By the end of Widford Lodge:**

<b>Mental Wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li></ul>

	<ul style="list-style-type: none"> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>



	<ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>
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