



St Luke's C of E Primary School

**PSHE Policy including Relationship, Health and Sex
Policy (RHSE)**

June 2021

School Mission Statement

We believe in God the father and salvation through our Lord Jesus Christ.

We thank God for his unconditional love towards us and attempt to reflect such love and kindness throughout our school.

We seek to go 'the extra mile' with our children, our families, our staff and our community.
(Matthew 5:41)

We are committed to achieving academic excellence with all our children and to removing any barriers to learning.

We ask for God's guidance, protection and blessing on this place and give him the glory for all the wonders he performs here.

The P.S.H.E curriculum is designed to instil a lifelong understanding of pupils' own emotional needs and those of others. Through showing kindness and developing safe relationships, we aim for our pupils to become positive, global citizens for the rest of their lives.

PSHE Policy, including Relationship, Health and Sex Education Policy June 2021

At St Luke's we aim to promote an environment where everyone feels safe, happy and secure within a community whose values are built on mutual trust and respect for all. This policy focuses on our PSHE Education, which includes Relationship and Sex Education Guidance and Health Education Guidance. This policy covers our school's approach to Relationship, Health and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-esteem. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...* We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children.

As a result we need to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

British Values Statement

Democracy is an important value at our school. We believe everybody has a voice and it should be heard. School Ambassadors are chosen to represent the school body and ask for pupils feedback. The Ambassadors meet regularly with a member of staff and share views and opinions from the children. In daily lessons, children are encouraged to voice their

views and be accepting of others. Students are given different situations throughout the year where choices are offered and the majority will carry the vote.

The Rule of Law is followed and explained to children that people living in Britain are subject to laws and these need to be followed both in and out of school. Children know there are consequences to breaking the laws and they are there for our protection. Class and school rules are established and explained and enforced consistently. Throughout school rewards and sanctions are clear and bring about positive behaviour. Outside agencies visit the school e.g. police, to promote rules of law and safety.

Individual Liberty is encouraged as children are supported in their learning to make safe choices. Students are empowered through the development of self-esteem, knowledge and self-confidence. Students show independence in their learning and are encouraged to think for themselves. Students are encouraged to exercise their responsibilities and are advised how to do this safely e.g. through e-safety teaching and assemblies.

Mutual Respect is at the heart of our ethos at St Luke's, in PSHE, RE and the wider curriculum. Children learn that their behaviour affects their own rights and the rights of others. Children are expected to treat others, both children and staff, and the school property, with respect.

Tolerance. We aim to achieve this by enhancing children's understanding of the diverse communities in which they live. Visitors of different faiths visit the school and RE lessons include teaching on different faiths.

Development of our Policy at St Luke's

This policy was drafted by the PSHE Leader. It has been reviewed by parents through consultation and was approved by the Head teacher and Governing body. It will be reviewed by the PSHE Co-Ordinator every two years, or when changes need to take place before then.

What is Relationship and Health Education and why do we teach it at St Luke's?

We teach RHSE regularly, though not exhaustively, through our weekly PSHE lessons. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of **positive relationships**, with particular reference to **friendships, family relationships** and **relationships with other peers and adults**. We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both **online** and in the real world. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. Comprehensive relationship education has been shown to help **keep children safe** by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to

them. Also, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship and health education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

We want children to make responsible and well informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe. It is for this reason we have adopted a spiral curriculum that helps to deliver Relationship and Health Education at age appropriate teaching across the whole school.

Overview of RHSE within our thematic PSHE Scheme of Work

Our PSHE scheme of work meets the specific needs of the school community as we address;

- E-safety
- Drugs, Alcohol and Tobacco Education (DATE)
- Physical health and Wellbeing
- Mental Health and Emotional Wellbeing
- Identity, Society and Equality
- Economic Wellbeing
- Keeping Safe and Managing Risk, including online safety
- Relationship and Sex Education (RSE)
- Domestic Violence
- Female Genital Mutilation (FGM)
- Tolerance of Diversity (PREVENT Material)
- Road Safety
- Health and Lifestyle Choices

Please see Appendix 3 for the full topic overview of the curriculum that is delivered through weekly PSHE lessons.

What is Sex Education and why do we teach it at St Luke's?

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

At St Luke's, our sex education continues from the statutory requirement to teach puberty, to teach children a simple explanation of human reproduction. It is an opportunity for children to learn scientifically about how a baby is reproduced as part of the human life cycle. Taught concisely and factually, immediately after learning about puberty, it gives us an opportunity to ensure that all children are prepared for both the physical and emotional

changes of their bodies, before all the changes they experience outside of puberty begin when starting high school. **We do not use Sex Education as a means of promoting or discussing any form of sexual activity, reproduction is taught in a purely factual and biological way.**

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. We recognise it is completely natural for children to have questions about their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive factual age appropriate answers from us than it being left to their peers or the internet.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Overview of St Luke's Relationship and Sex Education Curriculum

Many elements of the RSE curriculum are engrained in our school ethos and permeate our whole school approach to teaching and caring for the whole child. RSE is taught as part of a wider weekly PSHE Curriculum, which includes topics such as mental health, keeping safe and managing risk, drug and alcohol education. Teaching about online relationships is also covered in PSHE and also within a comprehensive ICT curriculum. Some elements of RSE are taught specifically in the Spring term, when teachers have had time to develop closer relationships with their class. The RSE curriculum for Years 1-6 has been developed using the 'You, Me and PSHE' scheme, used widely in many primary schools in Leeds. The Foundation Stage Curriculum has adapted from the Government's PSHE SEAL Planning. It is outlined below.

Foundation Stage: Making Friendships, Developing Self-confidence, Managing Feelings

Year 1: Friendship and Belonging to a group, Respecting Difference, What does family mean to me? Public/Private Body parts (NSPCC Pants Up)

Year 2: Stereotyping, Human Lifecycle, Caring for those who are older

Year 3: Human Lifecycle from baby to elderly, Challenging stereotypes, Bullying, Having a new baby brother or sister at home

Year 4: Public/Private body parts (NSPCC), Keeping clean, Growing up and setting goals, worries about growing up, Human Lifecycle (what are you able to do at different ages e.g as baby grows to toddler)

Year 5: Building Relationships, Naming Body Parts, Menstruation and Wet Dreams, Changing Feelings and lives - how to deal with it, Changing friendships, Any questions? Where can I get help and Advice?

Year 6: Challenging gender stereotypes in society, Building good relationships, What is puberty – recap, Reproduction and Pregnancy (how does a baby develop in the womb), Being a Parent, Any questions, Where can I get help and Advice?

Planning

Long Term Planning – Based on the Leeds Scheme ‘You, Me and PSHE’. The content of the PSHE curriculum is flexible and responsive to pupils’ differing needs which are gathered from teaching staff, local police, and regular feedback from pupils.

Medium Term Planning – available in year group curriculum overviews. See PSHE Coordinator Planning File.

Short Term Planning – This details the activities that take place on a weekly basis. Planning is available to teachers to tailor to specific needs of pupils in the class.

Class Teachers plan, with guidance to topics, resources and lesson ideas from the PSHE Co-ordinator. Planning usually takes place in year groups. Teachers acknowledge the importance of inclusion and plan for a range of attainment within a year group. This is achieved by setting different tasks within a session, support from extra staff and using a variety of resources.

Implementation of RSHE at St Luke’s

The aims of RHSE are inextricably linked with the ethos of our school and are woven into the curriculum and attitudes of our staff. PSHE is also delivered throughout a variety of opportunities, which include,

- All pupils receive weekly explicit PSHE lessons from a spiralling curriculum, and also receive lessons outside of PSHE that have PSHE implicitly contained within them.
- PSHE is also delivered in Science lessons, for example, learning about bodies.
- The Leeds PSHE Programme of Study ‘You, Me and PSHE’ has been adopted and continually reviewed and adapted to meet the needs of our pupils.
- Teachers, and other members of staff (usually members of the Safeguarding Team), regularly address important issues that are raised pastorally or are of significant interest in the local, or wider, area.
- Pupils regularly contribute to local and national initiatives e.g. Children in Need, Save the Children, St Luke’s Cares, Comic Relief.
- Pupils are elected to stand as School Ambassadors and are encouraged to express their opinions.
- SEAL materials and themes maybe incorporated into PSHE lessons.
- A wide variety of school clubs promote confidence, friendship, team work, tolerance and diversity.
- Circle time.
- School Ethos
- Small group work
- Assemblies
- Residential

Staffing for the delivery of RHSE lessons

The Co-ordinator, together with the Head teacher, has a responsibility for supporting the members of staff in the implementation of this policy. The PSHE Co-ordinator monitors and supports effective delivery of the RHSE curriculum. Class teachers deliver the RHSE Scheme of Work. Where appropriate, recommended outside speakers are invited, e.g. Shine Project. When the RHSE lessons for Year 5 and 6 about puberty and reproduction are delivered, it is recommended that two members of staff are present at all times.

Right to Withdraw

We want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RHSE as we recognise it can be a sensitive subject for some families for a number of reasons. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

Primary schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

We recognise parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Parents have the right to withdraw their child from the human reproduction or 'sex' elements of the scheme. This is one lesson which follows on from puberty and is taught in a simple, scientific manner.

Should a parent decide that they do not wish their child to take part in elements of lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their classmates at break-time. If parents still wish to withdraw, we ask that they speak to the Head teacher, Mrs Booth. Currently, head teachers must comply with requests to withdraw from any non-statutory elements in the programme. The school will provide materials that can be shared together at home if requested.

Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and

will make every reasonable effort to support children to access their education and enjoy school.

As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. In school we sanitary products, spare underwear and plastic bags. Children will be made aware of how they can be accessed. If requested when changing for PE, pubescent children have the option of using toilet facilities.

Ground Rules for lessons for Staff

- Staff will set the tone by speaking in a matter-of-fact way
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box
- Staff will prepare answers to the questions before the next session, deciding the most appropriate way to follow up with the answer
- Staff will not provide more information than is appropriate to the age of the pupil
- If staff are concerned that a pupil is at the risk of abuse, they will follow child protection procedures
- Staff will ensure that personal beliefs and attitudes will not prevent them from providing balanced RSE in line with the policy and agreed curriculum
- Staff will tailor lessons to ensure that all pupils can access the RHSE Curriculum, whatever their belief, faith, culture, ability, including those with special educational needs.

Answering Difficult Questions

We acknowledge that sensitive and potentially difficult issues may arise in RSE as children share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum for RSE. As a first principle, we will answer questions relating to the taught and planned curriculum for the age group to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, only if relevant, and in a sensitive and age appropriate way. This may be through individual work or discussion with the child.

If a member of staff is uncertain about how to answer the question, they will seek guidance from the PSHE Co-Ordinator or Safeguarding Team. Agreed phrases may be used to answer difficult questions, for example, "I can only answer questions on the content of this lesson", or "that is something we may cover later on" or "I can't answer that question, but you could ask your parents".

If the staff member is concerned, they can refer to Mrs Booth who can discuss the matter with the parent or follow appropriate procedures. All Key Stage 2 classes have an 'Question Box' in their classroom during the half term in which they are taught RSE, so they can ask difficult questions anonymously.

Ground Rules for the Classroom

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end we have agreed a set of RSE ground rules, in addition to the PSHE ground rules already established in the classroom. These can be developed in the first RSE lesson and are non-negotiable rules for discussions related to RSE.

- We will not gossip about the lesson, but will talk to someone we trust if we feel we need to get help.
- It is not OK to ask personal questions of each other, or our teacher.
- We will try to only ask questions that relate to what we are learning in this lesson.
- We will use anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations and backgrounds.

The Role of Parents

At St Luke's, we are aware that the primary role in providing children with Relationship, Health and Sex Education lies with parents and carers. In keeping with our school ethos, we seek to build positive and supporting relationships with parents through mutual understanding, trust and co-operation. In promoting this value we;

- Inform parents about the school's curriculum via a user friendly curriculum leaflet, explaining what we cover in the topic,
- Answer any questions parents may have about the Relationship and Sex education of their child,
- Take seriously any issue that a parent/carer may raise with teachers or governors about this policy or the arrangements for RSE in school,
- Encourage parents to read the RSE Policy on the school website and speak to us so we can support parents as necessary,
- Engage parents consultation on the content of the RSE Policy,
- Resources are openly available for parents to see what their children will be learning,
- We believe that through mutual exchange of knowledge and information, children will benefit from being consistent messages about their changing body, their increasing responsibilities and keep themselves safe.
- Parents are informed of the RSE teaching before it commences. It is intended that parents can be prepared for questions at home once the teaching has begun.

Confidentiality and Safeguarding

Teachers conduct lessons in a sensitive manner. Pupils will be made reminded that talking in the classroom is never confidential so when asking and answering questions, we ensure that sharing personal information by adults and pupils is discouraged.

However, if a child makes reference to being involved, or likely to be involved in sexual activity, or indicates they may have been a victim of abuse, this will be dealt with in line with our child protection policy. The teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Safeguarding Team, who will act in line with the Child Protection Policy.

Special Educational Needs

All children have the right to access a broad and balanced curriculum. In certain circumstances, it may be that certain lessons may be delivered in a small group, or individually, where appropriate and will be differentiated to a child's development level. Support can be sought from the PSHE Leader and the SENCO.

Equality

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, special educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children.

Our school mission statement states, 'We thank God for his unconditional love towards us and attempt to reflect such love and kindness throughout our school'. We treat all pupils as equals and our school ethos is to educate our children to do the same, as we learn about our similarities and differences. Our school curriculum, the books we read and study, our reward system, behaviour policy, safeguarding policy, expectations of staff and pupils (not an exhaustive list) educate our children that everybody is equal and is to be treated with respect. More direct teaching of equality is delivered through a variety of subjects. In RHSE some of the topics we cover teach children about stereotyping, bullying, conflict resolution, different communities, British Values, the make-up of different families, democracy, prejudice and celebrating our differences.

PREVENT

We believe in the values of universal human rights, equality before the law, democracy and full participation in our society. We also look to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support. At St Luke's we feel it is vitally important we address these issues because our close connection to the London 7/7 bombings. There has been big media coverage of acts of terrorism that effect our children, for example, Manchester bombing, London bombing and the murder of MP Jo Cox. We give our school response to pupils to help guide our pupils and their responses. We work closely with the local mosque, conducting whole school assemblies. A local Muslim leader, Maboob, regularly is part of our school community and attends lessons. Every 2 years we conduct an interfaith panel for KS2 to address similarities and commonalities between different faiths. As part of the Governments response to threats in our country, we also use the PREVENT material for Primary schools in Year 6.

Female Genital Mutilation

As part of our PSHE programme, our Y6 pupils will have a lesson which teaches about female genital mutilation (FGM). This is following advice from the Leeds Safeguarding Team, who have advised all schools in the authority that FGM should be taught to protect all pupils from any form of abuse or exploitation.

The Safeguarding Team are working with teachers and schools to raise awareness around FGM with pupils across the city, to change attitudes and to correct any misinformation. Currently, under UK Law, all practitioners who work in health, education and social care have a statutory duty to report all cases of FGM in under 18 year olds to the police.

In some schools in the UK, the decision has been made to teach FGM to children from Year 4 upwards, but we will only be teaching it to our Year 6 pupils at present. The lesson has been carefully planned by experts at the Local Authority, and the staff delivering the lesson to the children have been trained to do.

Our FGM teaching covers the key themes that are in our PSHE scheme:

- keeping safe
- trusted adults
- knowing who and where to go for help
- rules, laws and children's rights
- feeling confident to ask questions and discuss thoughts in a mature and appropriate way

FGM is taught within the Spring Term, immediately after the Year 6 pupils have completed their Relationship and Sex Education lessons. We feel passionate about equipping our children to keep themselves and others safe.

Parents have the right to withdraw from this lesson. However, we feel this is an important addition to the Year 6 curriculum. If you have any concerns or would like to discuss this, please make an appointment to meet with the Head teacher.

Domestic Abuse

The Government defines domestic abuse as: "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality." Domestic abuse occurs across society, regardless of age, gender, race, sexuality, wealth, and geography. The figures show, however, that it consists mainly of violence by men against women. Children are also affected, both directly and indirectly and there is also a strong correlation between domestic violence and child abuse suggesting overlap rates of between 40-60%. The experience of domestic violence can have a damaging effect on health, educational attainment and emotional wellbeing and development of children and young people. The DfES Consultation Document: Safeguarding Children (Jan, 2004) states that; "The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being subjected to it is not only traumatic in itself but likely to adversely impact on a child's behaviour and performance at school".

At St Lukes, we deliver teaching on domestic abuse to children in **Year 2** and Year 5/6. Training for these lessons have been undertaken to ensure delivery of these lesson are appropriate for the age group. We want our children to be able to recognise abuse and be empowered to know where to get help.

Assessment and Recording

Teachers integrate effective AfL in all areas of the curriculum. This specifically involves;

- Assessing all the children's starting point in reference to a specific topic in the first lesson.

A pre topic assessment activity is completed and repeated at the end of the unit to demonstrate understanding and progress made. Planning is built upon children's prior knowledge, showing progression in RSE learning, not literacy learning.

- In Key Stage 2, teachers and pupils also record and assess learning using the 'seesaw' facility. Pupils record their learning and can share it with teachers and peers. Feedback can be given individually by the teacher or by peers.

- Using self and peer assessment to involve children in understanding their own learning and the next steps.

- Encouraging children to feed back to class teachers which aspects of a topic they would like to learn more about.

Monitoring and Evaluation

The Subject Co-ordinator work with subject leaders to monitor the provision of PSHE across the school. This includes lesson observations, teacher feedback, pupil feedback, pre/post-assessment sheets from the children. The Subject Co-ordinator oversees and reflects upon the subject across school and makes decisions on how to move the subject forward and maintain relevance to the children and the community it serves.

This policy will be reviewed in June 2023

Appendix 1

Statutory RSE elements of the National Curriculum for Science

As of September 2014, the National Curriculum sets out the statutory Science elements to be taught in each Key Stage. These are statutory elements and parents may not withdraw from these lessons as they are compulsory elements of the National Curriculum for primary schools.

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Appendix 2

RSE Vocabulary in Year Groups

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|--|
| Identity Belong Community Co-operate Friend Special Similarities/ differences Boy/ girl Growing Baby/ toddler/ child Private area | Grow up Stereotype Lifecycle Young/ old Growing Teenager/ adult/ elderly Needs/ care | Male/ female Parent/ grandparent Stereotype Bullying/ teasing Change | Individual Hygiene Sensitivity Private area Achievements Goals Progress Worries | Conflict/ resolution Respect Breasts Chest Vagina Penis Testicles Clitoris Wet dream Menstruation Period Pubic hair Nipples Scrotum Vulva Cervix Ovaries Foreskin Anus Urethra Fallopian tube Womb Bladder Sanitary products Puberty | As Year 5, but also include: Influence Relationships/ friendships Marriage Baby Sperm Egg Pregnancy |

Beeston Hill St Luke's Whole school PSHE curriculum overview

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------|--|--|--|---|--|--|
| Autumn 1 | <p>Drug, alcohol and tobacco education What do we put into and on to bodies?</p> | <p>Mental health and emotional wellbeing Friendship</p> | <p>Mental health and emotional wellbeing Strengths and challenges</p> | <p>Mental health and emotional wellbeing Worrying – Little bag of worries</p> | <p>Mental health and emotional wellbeing Dealing with feelings</p> | <p>Mental health and emotional wellbeing Healthy minds</p> |
| Autumn 2 | <p>Keeping safe and managing risk Feeling safe</p> | <p>Keeping safe and managing risk Indoors and outdoors Domestic Violence</p> | <p>Keeping safe and managing risk Bullying – see it, say it, stop it.</p> | <p>Keeping safe and managing risk Playing safe</p> | <p>Keeping safe and managing risk When things go wrong</p> | <p>Keeping safe and managing risk Keeping safe - out and about</p> |
| Spring 1 | <p>Relationship education Boys and girls, families</p> | <p>Relationship education Boys and girls, families</p> | <p>Relationship education Growing up and changing</p> | <p>Relationship education Growing up and changing</p> | <p>Relationship education Healthy relationships, puberty Domestic Violence</p> | <p>Relationship and Sex education Healthy relationships / puberty / How a baby is made</p> |
| Spring 2 | <p>Identity, society and equality Me and others</p> | <p>Drug, alcohol and tobacco education Medicines and me</p> | <p>Drug, alcohol and tobacco education Tobacco is a drug</p> | <p>Drug, alcohol and tobacco education Making choices</p> | <p>Drug, alcohol and tobacco education Different influences</p> | <p>Drug, alcohol and tobacco education Weighing up risk</p> |
| Summer 1 | <p>Mental health and emotional wellbeing Feelings</p> | <p>Careers, financial capability and economic wellbeing My money</p> | <p>Identity, society and equality Celebrating difference</p> | <p>Identity, society and equality Democracy</p> | <p>Identity, society and equality Stereotypes, discrimination and prejudice</p> | <p>Careers, financial capability and economic wellbeing Borrowing and earning money</p> |
| Summer 2 | <p>Physical health and wellbeing Fun times</p> | <p>Physical health and wellbeing What keeps me healthy?</p> | <p>Careers, financial capability and economic wellbeing Saving, spending and budgeting</p> | <p>Physical health and wellbeing What is important to me? What helps me choose?</p> | <p>Physical health and wellbeing In the media</p> | <p>Identity, society and equality Human rights PREVENT</p> |

 The red flag demarcates lessons which link directly to safeguarding