

## MAT Relationships and Sex Education (RSE) Principles

(To be read in conjunction with the school's RSE Policy.)



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-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The focus in Rivers CofE Academy Trust schools is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Rivers CofE Academy Trust is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our schools through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's relationships and sex education policy and practice;
- answer any questions that parents may have about the relationships and sex education of their child;
- take seriously any issue that parents raise with teachers or trustees about this policy or the arrangements for relationships and sex education in the schools

Parents have the right to withdraw their child from all or part of the relationships and sex education programme that we teach in our schools. If a parent wishes their child to be withdrawn from relationships and sex education lessons, they should discuss this with the respective head and make it clear which aspects of the programme they do not wish their child to participate in. The schools will always comply with the wishes of parents in this regard.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## **PSHE (Personal, Social, Health Education) Policy including RSE**

### **Policy Review**

This policy is reviewed annually, next review due September 2025

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## 1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### PSHE

At North Worcester Primary Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-out Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme will be available on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

### Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at North Worcester Primary Academy, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## 2. What do we teach when and who teaches it?

### 2.1 Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

At North Worcester Primary Academy we allocate up to 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes. This enables pupils to feel secure enough to discuss sensitive topics in a safe and respectful environment.

## 2.2 Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education, which can be found on the school website.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## 2.3 Health Education

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me unit in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. Emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

**Teaching children about puberty is now a statutory requirement, which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw, this is taught as part of the Changing Me unit.**

Again, the mapping document transparently shows how the Jigsaw whole-school approach covers each topic in stages that ensure that the content of the lessons is progressive and age-appropriate and meets all statutory requirements.

## 2.4 Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At NWPA, we believe children should understand the facts about human reproduction before they leave primary school to enable them to:

- Be safe
- Be provided with correct scientific terminology and information and taught how to use it in the right context
- Make reasonable, informed and healthy choices about their lives now about their lives now and in the future
- Be respectful of themselves and others, to enable them to move confidently through childhood, adolescence and adulthood
- Have the understanding to develop and maintain positive and healthy relationships

At North Worcester Primary Academy, we intend to teach Sex Education as part of the PSHE (Jigsaw) curriculum.

For more information on the coverage of the topic 'Puberty', please view section 2.3 of this policy entitled 'Health Education'.

Our definition of Sex Education as human reproduction means that it will only be taught as part of the following PSHE (Jigsaw) lessons in the Changing Me unit:

- Year 4 Lesson 2 (Having a baby)
- Year 5 Lesson 4 (Conception)
- Year 6 Lesson 3 (Conception to birth)

**The three lessons listed above are the only lessons from which parents have the right to withdraw their child. All other lessons within the 'Changing Me' units are mandatory as part of Relationships and Health Education. There is no right of parental withdrawal for Relationships and Health Education.**

## 3. Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

North Worcester Primary Academy strongly believe that all children should have access to our Sex Education programme as outlined above. All parents will be notified prior to the Changing Me unit being taught (second half of Summer term) in the termly curriculum newsletter. The school will inform parents/carers in year groups containing Sex Education lessons (Year 4, 5 and 6) by specific letter, which will explain when the lessons will be taught and outlines the parental right of withdrawal.

If a parent/carer wishes to withdraw their child from Sex Education lessons then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child's education.

Upon receiving a letter requesting a child be withdrawn, a member of the Senior Leadership Team (e.g. Headteacher), will make arrangements to discuss this further with parents/carers in relation to the school recommendations for children taking part wherever possible. Copies of the letter and a log of the discussion will be recorded on Scholarpack.

#### **4. Consultation with Parents**

Resources used to teach the Relationship and Health Education aspect of PSHE (Jigsaw) can be seen by parents/carers in school by making a request to the PSHE Lead (Miss Day).

Resources used to teach the the Sex Education aspect of PSHE (jigsaw) can be seen by parents/carers in school by making a request to the Sex Education Lead (Miss Day).

Sex Education letters to parents/carers of children in years 4, 5 and 6 will include an invitation for parents/carers to come into school to discuss the content of the lessons and to view the resources to be used.

#### **5. Monitoring and Review**

This policy is reviewed on an annual basis, or according to DfE recommendations. Our Senior Leadership Team gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. We scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

#### **6. Equality**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. LGBT (Lesbian, Gay and Bisexual and Transexual) content is integrated fully into the PHSE (Jigsaw) programme of study. It is not specifically taught as stand-alone lessons within units. All pupils will be taught LGBT content in an age appropriate manner at a timely point in the curriculum.

At North Worcester Primary Academy we promote respect for all and value every individual child. However we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise. Should any content within the PSHE (Jigsaw) curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

If the concern is particularly around the content associated with LGBT relationships then the following Jigsaw document can be provided to parents and carers: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'. This can be viewed upon request. Due to copyright, we are unable to upload this to the school website.





## Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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>• R3 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>• R4 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>• R5 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).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	

	<ul style="list-style-type: none"> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 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>• R11 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 and advice from others, if needed</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 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>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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>• R17 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>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 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>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• R24 how information and data is shared and used online.</li> </ul>	
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 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>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 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>• H3 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>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 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>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 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 well-being or ability to control their emotions (including issues arising online).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• H10 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>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 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>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 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>• H16 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>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 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>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> </ul>	All of these aspects are covered in lessons within the Puzzles: <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
	<ul style="list-style-type: none"> <li>• H24 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>	<ul style="list-style-type: none"> <li>• H25 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>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 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>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	All of these aspects are covered in lessons within the Puzzles: <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	All of these aspects are covered in lessons within the Puzzles: <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	All of these aspects are covered in lessons within the Puzzles: <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## Vocabulary Progression PSHE

This vocabulary is taught as the children progress through the rolling program for each phase of their learning in school. All this language is introduced within a reasonable context and presented in a manner that is age appropriate for the children and clearly defined.

Phase / Unit	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
<b>KS1</b>	Safe Special Calm Rights Responsibilities Rewards Proud Consequences	Similar Different Gender Stereotype Bullying Friend	Goal Achieve Success Proud Strengths Persevere Difficult Challenge Team work Problem-solve	Motivation Lifestyle Choice Relax Tense Medicine Dangerous Unhealthy Healthy Balanced diet Energy Nutritious	Family Trust Relationship Conflict Compliments Celebrate Positive Negative Appreciate	Life cycle Male Female Vagina Penis Testicles Vulva Anus Public Private Acceptable Unacceptable Comfortable Uncomfortable Change Looking forward Excited Nervous Anxious Happy
<b>LKS2</b>	Included Excluded Valued Democracy	Assumption Judgement Appearance Accept	Dream Hope Determination Resilience Positive Attitude	Friendships Emotions Relationships Value	Jealousy Problem-solve Emotions Loss	Sperm Egg Ovum

	<b>Democrat</b> <b>Decision</b> <b>Authority</b> <b>Contribution</b> <b>Observer</b>	<b>Assumption</b> <b>Influence</b> <b>Appearance Opinion</b> <b>Attitude Judgement</b> <b>Secret</b> <b>Deliberate Bystander</b> <b>Witness</b> <b>Cyber bullying</b> <b>Troll</b> <b>Unique</b> <b>Characteristics</b> <b>Physical features</b> <b>Influence</b>	<b>Disappointment</b> <b>Fears</b> <b>Cope</b> <b>Self-belief</b> <b>Motivation</b> <b>Commitment</b> <b>Enterprise</b> <b>Cooperation</b> <b>Evaluate</b>	<b>Roles Leader</b> <b>Follower Assertive</b> <b>Agree / disagree</b> <b>Smoking Pressure</b> <b>Guilt</b> <b>Advice</b> <b>Alcohol</b> <b>Disease</b> <b>Anxiety</b> <b>Fear</b> <b>Believe</b> <b>Assertive Opinion</b>	<b>Strategy</b> <b>Shock</b> <b>Disbelief</b> <b>Numb</b> <b>Denial</b> <b>Anger</b> <b>Guilt</b> <b>Sadness</b> <b>Pain</b> <b>Despair</b> <b>Hopelessness Relief</b> <b>Acceptance</b> <b>Depression</b> <b>Souvenir</b> <b>Memento Memorial</b> <b>Memories</b> <b>Compromise</b> <b>Empathy</b> <b>Boyfriend /Girlfriend</b> <b>Attraction</b> <b>Pressure</b> <b>Symbol</b>	<b>Penis/Testicles</b> <b>Vagina/ Vulva</b> <b>Womb/ Uterus</b> <b>Ovaries</b> <b>Making love/</b> <b>Sexual Intercourse</b> <b>Fertilise</b> <b>Conception</b> <b>Puberty</b> <b>Menstruation</b> <b>Periods</b> <b>Cycle</b> <b>Seasons</b> <b>Change</b> <b>Control</b>
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<b>UKS2</b>	<b>Choice Community Education Wants Needs Maslow Empathy Comparison Opportunities Obstacles Cooperation Collaboration Legal Illegal Lawful</b>	<b>Ability Disability Visual impairment Empathy Perception Medication Vision Blind Diversity Transgender Gender diversity Courage Fairness Struggle Imbalance Control Harassment Direct Indirect Argument Recipient</b>	<b>Global Issue Suffering Concern Hardship Sponsorship Suffering Compliment Contribution Recognition</b>	<b>Immunisation Prevention Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances 'Legal highs' Exploited Vulnerable Drugs Criminal Reputation Anti-social behaviour</b>	<b>Ashamed Self-harm Grief Guilt Hopelessness Anger Acceptance Bereavement Coping Strategies Assertive Communication Technology Cyberbullying</b>	<b>Self-image Self-esteem Real-self Celebrity Opportunities Freedoms Puberty Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife</b>
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