



Hagley Primary School

Personal, Social, Health and Education (PSHE) Policy

Date: July 2021

Date of review: July 2022

Responsible member of staff: Daniel Bate and Jessica Clements

Signature:

(Chair of governors)

Signature:

(Head Teacher)

Aims and Objectives

The aim of teaching Personal, Social, Health Education (PSHE) education is to help pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy (both physically and mentally) and safe, while preparing them to embrace the challenges of creating a happy and successful adult life.

Subject Content

We have adapted the programmes of study published by the PSHE Association to fit the needs of the children at Hagley Primary School and to integrate with our curriculum. These areas also tie in with the statutory guidance which can be found [here](#).

This is based on three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

Health and wellbeing	Healthy lifestyle (healthy eating, physical fitness) Mental health Ourselves, growing and changing (including changing adolescent body) Keeping safe (including basic first aid) Drugs alcohol and tobacco
Relationships	Families and positive relationships Friendships Managing hurtful behaviour and bullying Safe relationships (including online) Respecting self and others
Living in the wider world	Shared responsibilities Communities Media literacy and digital resilience Economic wellbeing: money Economic wellbeing: aspirations, work and career

The full taught programme of PSHE including a breakdown of objectives to be covered can be found in appendix 1.

This covers all the statutory guidance published by the Department for Education alongside the Relationships Education policy. Elements of the guidance have been adopted into the computing and science progression of skills and content and will be covered in these lessons.

Monitoring and Evaluation

The subject team, alongside SLT will monitor delivery of the curriculum through observation, learning walks, pupil voice, book looks and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Right to Withdraw

As a school, there is a choice whether to teach Sex Education as part of the PSHE curriculum as this is not statutory until secondary school. Within this decision, is the need to prepare our children as much as possible for the next stage of their education and development in an age appropriate way. At Hagley Primary we have decided to cover Sex Education in Year 6 under the following objectives:

- Identify the link between love, committed relationships and conception
- What sexual intercourse is and how it can be one part of an intimate relationship between consenting adults
- How pregnancy occurs
- The responsibility of being a parent or carer including lifestyle changes
- That pregnancy can be prevented and is a choice

Whilst Relationships and Health Education are compulsory at primary school, families have the right to request for their child be withdrawn from some or all of the Sex Education delivered. Please note that before granting any such request, parents are encouraged to discuss this further with class teachers in the first instance.

Safeguarding

Staff are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Please refer to the Safeguarding Policy.

SEND

Relationships Education, RSE and Health Education will be accessible for all pupils. Class teachers will plan for the needs of all children, including support material, to ensure accessibility. This will be sensitive, age-appropriate and developmentally appropriate with consultation with parents and other professionals where needed. Where required, resources will be tailored to meet the needs of those with Social, Emotional and Mental Health needs or learning disabilities. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and this can be done through the use of the PSHE progression document which outlines objectives taught in a previous year group or Key Stage.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and safeguarding concerns. These will be discussed with the class teacher before the content is taught.

The Equality Act 2010

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

At Hagley Primary School, our ethos and values underpin everything we do. We aim to teach all pupils to understand the importance of equality and respect through taught content, assemblies, discussions and stories. Every child is encouraged to express their individuality and this can take many forms and this can change over time. For some people, their gender identify does not correspond with their biological sex, this is covered within the curriculum, in the wider school ethos and support given on an individual basis. Further support might be necessary from outside organisations and we encourage opportunities for open conversations with trusted adults. The curriculum and the resources used are evaluated to ensure that children are exposed to a range of cultures, religious beliefs, family circumstances, sexual orientation (LGBT) and disabilities. Providing children with a range of diverse resources fosters the school's promotion of tolerance and equality.

This policy has been produced following requirements from the Department for Education and in law (The Equality Act 2010). Consultation with staff, parents*, governors and our local secondary school has been ensured.

This policy will be reviewed on a yearly basis and updated when necessary.

***Parent views were collected through the use of Microsoft Forms and collated by the PSHE lead and Assistant Headteacher. This was sent to all parents with 61 respondents in total. These shaped the final discussions and decisions around the subject content.**

Hagley Primary School

PSHE curriculum

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. The PSHE curriculum offers an opportunity to provide skills, strategies and understanding of many aspects of life which the children will come across as they continue to grow and develop. With this in mind, PSHE teaching will come in many forms and allows the children to learn through discussion, debate, drama, reflection and also written responses. At Hagley Primary school, we have designed our curriculum around the statutory guidance and supplementary resources from the PSHE association to assure full coverage and quality assurance as well as reflecting our own community and the needs of our children and families. The PSHE curriculum covers a wide spectrum and as a result many of the objectives and concepts have been incorporated into our progression of knowledge and skills in other areas of the curriculum e.g. computing and science. Whilst many of the online safety aspects of the guidance do not appear in this document, these have been aligned with our online safety progression of knowledge and skills. In addition, many of the science aspects of the Health and Well Being section have been included within our science curriculum to support with the children's scientific understanding. This document covers the specifically taught units of work in each year group, alongside discussion and assembly topics for the year and an eco-theme to be covered as part of a yearly 'switch off' afternoon to promote the importance of looking after our planet.

Relationships

Living in the wider
world

Health and well being

Relationships

Whole School Values Ongoing in class and Assemblies	Specifically taught	Other Curriculum Areas
<p><u>Y1 Safe relationships</u></p> <ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help <p><u>Y1 Respecting ourselves and others</u></p> <ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns 	<p><u>Y1 Families and friendships unit (Who is Special to Us?)</u></p> <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone – and how to tell them – if they are worried about something in their family <p><u>Y2 Families and friendships unit Anti-Bullying Week (What makes a good friend?)</u></p> <ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p><u>Y2 Safe relationships</u></p> <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online 	<p><u>Y1 Safe relationships Taught alongside parts of the body and the senses</u></p> <p>(NSPCC Pantosaurus)</p> <ul style="list-style-type: none"> about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel

	<ul style="list-style-type: none"> • what to do and whom to tell if they see or experience hurtful behaviour; including online about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use <p><u>Y2 Respecting ourselves and others</u> (Why is it good to work with others?)</p> <ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions and give reasons for their views 	<p>uncomfortable or unsafe</p> <ul style="list-style-type: none"> • when it is important to ask for permission to touch others • how to ask for and give/not give permission
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Whole School Values Ongoing in class and Assemblies	Specifically taught
<p><u>Trusted adults, who to talk to</u></p> <p><u>Y3 Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible 	<p><u>Y3 Families and friendships</u> (What are families like?)</p> <ul style="list-style-type: none"> • To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents (touched upon in Y1) • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe (touched upon in Y1)

- how to model respectful behaviour in different situations e.g. at home, at school, online
- the importance of self-respect and their right to be treated respectfully by others
- what it means to treat others, and be treated, politely
- the ways in which people show respect and courtesy in different cultures and in wider society

Y3 Safe relationships **Anti-Bullying Week** **(What is bullying?)**

- about what privacy and personal boundaries are, including online
- basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
- that bullying and hurtful behaviour is unacceptable in any situation
- about the effects and consequences of bullying for the people involved
- about bullying online, and the similarities and differences to face-to-face bullying
- what to do and whom to tell if they see or experience bullying or hurtful behaviour

Y4 Families and friendships **(How do you treat each other with respect?)**

- about the features of positive healthy friendships such as mutual respect, trust and sharing interests
- strategies to build positive friendships (link to Y2)
- how to seek support with relationships if they feel lonely or excluded
- how to communicate respectfully with friends when using digital devices
- how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- what to do or whom to tell if they are worried about any contact online
- how people may behave differently online including pretending to be someone they are not

Y4 Respecting ourselves and others **(Why is being different a good thing?)**

- to recognise differences between people such as gender, race, faith
- to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
- about the importance of respecting the differences and similarities between people
- vocabulary to sensitively discuss difference and include everyone

Y4 Safe relationships - **Anti bullying week** - **(When is it not ok?)**

- to differentiate between playful teasing, hurtful behaviour and bullying, including online

	<p>how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <ul style="list-style-type: none"> • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how to report concerns and seek help if worried or uncomfortable about someone's behaviour (including online)
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Whole School Values Ongoing in class and Assemblies	Specifically taught	Other Curriculum Areas
<p>Trusted adults, who to talk to</p> <p><u>Peer pressure (Also taught in Y6)</u></p> <ul style="list-style-type: none"> • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong (through stories) • how to assess the risk of different online 'challenges' and 'dares' 	<p><u>Y5 Families and friendships (Peacemaker link?) (How do we manage challenges in a friendship?)</u></p> <ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships <p><u>Y5 Safe relationships (What is personal space?)</u></p> <ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact 	

Throughout the year - class debates and discussing topical issues

- how to discuss issues respectfully
- how to listen to and respect other points of view
- how to constructively challenge points of view they disagree with
- ways to participate effectively in discussions online and manage conflict or disagreements

- how to respond to unwanted or unacceptable physical contact
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about
- whom to tell if they are concerned about unwanted physical contact

Y5 Respecting ourselves and others **Anti-Bullying week** **(Why is respect so important?)**

- to recognise that everyone should be treated equally
- why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- about the link between values and behaviour and how to be a positive role model this could be linked to the work of specific individuals e.g. Malala Yousafzai
- What prejudice means (link to suffragettes)

Y6 Families and friendships **(How do relationships change as we grow?)**

- what it means to be attracted to someone and different kinds of loving relationships
- that people who love each other can be of any gender, ethnicity or faith
- the difference between gender identity and sexual orientation and everyone's right to be loved
- about the qualities of healthy relationships that help individuals flourish
- ways in which couples show their love and commitment to one another, including those who are not married or who live apart
- what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
- that people have the right to choose whom they marry or whether to get married
- that to force anyone into marriage is illegal
- how and where to report forced marriage or ask for help if they are worried

Y6 Safe relationships **(When can a friendship become unhealthy?)**

- to compare the features of a healthy and unhealthy friendship
- how to get advice and report concerns about personal safety, including online

Link with conflict topic and work on the suffragettes

Link to All about Me with a focus on family relationships (not necessarily about sexual relationships)

Y6 Eco theme

- About the link between values and behaviour and how to be

- what consent means and how to seek and give/not give permission in different situations
- strategies to respond to pressure from friends including online
- how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable

- a positive role model (Greta Thunberg as an example)
- How to discuss issues respectfully
 - How to listen to and respect other points of view
 - How to constructively challenge points of view they disagree with

Living in the wider world

Whole School Values Ongoing in class and Assemblies	Specifically taught	Other Curriculum Areas
Y1 belonging to a community <ul style="list-style-type: none"> • About examples of rules in different situations e.g. class, home, outside and 	Y1 money and work (What could I be when I am older?) <ul style="list-style-type: none"> • How different strengths and interests are needed to do different jobs • That everyone has different strengths, in and out of school • About different jobs and the work people do (through stories) 	Y1 Eco theme Y1 belonging to a community

<p>how they help us to keep safe</p> <p>Y2 belonging to a community</p> <ul style="list-style-type: none"> • Being part of different groups and the role, you can play e.g. class, sports team, club, faith groups • How a community can help people from different groups feel included 	<ul style="list-style-type: none"> • About people whose job it is to help us in the community <p>Y2 money and work (Can money buy you happiness?)</p> <ul style="list-style-type: none"> • About what different money is and its different forms e.g. coins, notes • How money can be kept and looked after • About getting (including through jobs), keeping and spending money • Recognising needs and wants • How people make choices about spending money based on needs and want. 	<ul style="list-style-type: none"> • How people care for, animals and other living things in different ways • How to look after the environment <p>Y2 Eco theme</p> <p>Y2 belonging to a community</p> <ul style="list-style-type: none"> • About different rights and responsibilities that they have in school and the wider community - link to litter, pollution
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Whole School Values Ongoing in class and Assemblies	Specifically taught	Other Curriculum Areas
<p>Y4 belonging to a community</p> <ul style="list-style-type: none"> • The benefits of being part of a community • About the different groups that make up and 	<p>Y3 money and work (Can anyone be anything?)</p> <ul style="list-style-type: none"> • About jobs that people may have from different sectors • That people can have more than one job over their lifetime • About common myths and gender stereotypes and challenge these through examples • 	<p>British Values explicitly taught</p> <p>Y3 belonging to a community</p> <ul style="list-style-type: none"> • The reasons for rules and laws in wider society • The importance of abiding by the law and what might happen if rules and laws are broken

<p>contribute to a community</p> <ul style="list-style-type: none"> About the individuals and groups that help the local community What compassion means 	<p>Y4 money and work Where does my money go?</p> <ul style="list-style-type: none"> How people make different spending decisions based on their budget values and needs How to keep track of money and why this is important About different methods of payment and when/why you might use them How people spend money can be both positive and negative e.g. charities and single use plastics 	<ul style="list-style-type: none"> What human rights are and how they protect people Identify basic examples of human rights That with every right there is a responsibility e.g. the right to education and the responsibility to learn <p>Y4 Eco theme belonging to a community</p> <ul style="list-style-type: none"> The benefits of being part of a community About the different groups that make up and contribute to a community About the individuals and groups that help the local community What compassion means
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<p>Whole School Values</p> <p>Ongoing in class and Assemblies</p>	<p>Specifically taught</p>	<p>Other Curriculum Areas</p>
<p>Y5 belonging to a community</p> <ul style="list-style-type: none"> How to show compassion for the environment, animals and other living things <p>Y6 money and work</p> <ul style="list-style-type: none"> About the role that money plays in people's 	<p>Y5 money and work What is a career?</p> <ul style="list-style-type: none"> To identify jobs that they might like in the future The vocabulary ambition and what it means in choosing a career How or why someone might choose a career The influences on choosing a career e.g. pay, working conditions, strengths, family, values The importance of diversity and inclusion in career opportunities The different routes into work e.g. college apprenticeships 	<p>Y5 Eco theme</p> <p>Y5 belonging to a community</p> <ul style="list-style-type: none"> About how resources are allocated and the effect this has on individuals, communities and the environment

lives, attitudes towards it and what influences decisions about money

- How not having enough money can impact on a person's emotions, health and well being

Y6 belonging to a community also taken from Y5 respecting ourselves and others (What is discrimination?)

- To differentiate between prejudice and discrimination
- How to recognise acts of discrimination
- Strategies to safely respond to and challenge discrimination
- How stereotypes are perpetuated and how to challenge this
- How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups
- what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
- to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
- the impact of discrimination on individuals, groups and wider society
- ways to safely challenge discrimination
- how to report discrimination online

Y6 money and work (How can I lose money?)

- What value for money means and how to judge if something is value for money
- How companies encourage people to buy things and why it is important to be a critical consumer
- About common risks associated with money, including debt, fraud and gambling
- How money can be gained and lost e.g. loss, stolen, gambling and how these put people at risk
- How to get help if they are concerned about gambling or other financial risks

- The importance of protecting the environment and how actions can support or damage it
- About the way money is spent on the environment
- To express their own opinions about their responsibility to the environment

Health and well being

<p>Whole School Values</p> <p>Ongoing in class and Assemblies</p>	<p>Specifically taught</p>	<p>Other Curriculum Areas</p>
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Y1 Physical health and mental wellbeing

- Ways to take care of themselves on a daily basis and hygiene routines
- Sun safety

Y1 growing and changing (Why do I feel different?)

- Recognise what makes special and unique including likes, dislikes and what they are good at
- Similarities and differences between themselves and others
- Different kinds of feelings/emotions (linked to stories) and how to recognise them in themselves and others
- How feelings can affect how people behave
- How to manage and who to tell when finding things difficult

Y2 physical health and mental well-being (What does change mean and when do it see it happen?)

- How to describe and share a range of feelings
- Ways to feel good, calm down, or change their mood
- How to manage big feelings associated with change e.g. moving house, bereavement
- How to ask for help with feelings and help others

Y2 growing and changing (What does change mean and when do it see it happen?)

- That people change as we get older emotionally, physically, and in their lives
- Identify the external recapping on parts of the body from Y1 Science
- How to respond if being touched makes them feel uncomfortable or unsafe
- When it is important to ask for permission to touch others
- How to ask for and give/not give permission

Y2 keeping safe (Who keeps me safe?)

- How to recognise risk in everyday situations e.g. road, rail
- Strategies to stay safe in unfamiliar environments
- Identify potentially unsafe situations, who is responsible for their safety and the steps they can take to avoid or remove themselves (could be linked to stories)
- How to keep safe at home - electrical products, chemicals, medicines etc around the home
- How to respond if there is an accident and someone is hurt, including how to dial 999 and what to say

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Y1 Physical health and mental wellbeing

- What it means to be healthy and its importance
- How physical activity keeps you healthy

Whole School Values Ongoing in class and Assemblies	Specifically taught	Other Curriculum Areas
<p>Y3 Physical health and mental wellbeing</p> <ul style="list-style-type: none"> That regular exercise can have a positive benefits for their mental and physical health <p>Y3 physical health and mental well being</p> <ul style="list-style-type: none"> About the things that affect feelings both positively and negatively Strategies to identify and talk about their feelings The different ways people can express their feelings e.g. words, actions, body language <p>To recognise how feelings can change over time and become more or less powerful</p>	<p>Y3 growing and changing (What is my identity?)</p> <ul style="list-style-type: none"> that everyone is individual and has valuable contributions to recognise how strengths and interests form a part of a person's identity how to identify their own personal strengths and interests and what they're proud of to recognise challenges to self-worth e.g. finding something difficult and how to manage this basic strategies to manage and reframe setbacks <p>Y3 keeping safe (How do I manage risks?)</p> <ul style="list-style-type: none"> How to identify hazards at home and school How to predict, assess and manage risk in everyday situations About fire safety at home How to keep themselves safe in the local environment or unfamiliar places <p>Y4 keeping safe and physical health and well-being (How can I feel better?)</p> <ul style="list-style-type: none"> What good physical health means and how to recognise early signs of physical illness That common illnesses can quickly and easily be treated with the right care To recognise the term drug in terms of healthcare The importance of taking medicines correctly An introduction to allergies including the signs of a reaction and what treatment looks like (treatment covered in Y5) To identify some of the effects related to different drugs and that all drugs (including medicines) have side effects 	<p>Y3 Eco Theme</p> <ul style="list-style-type: none"> About habits and that sometimes they can be maintained, changed or stopped

	<ul style="list-style-type: none"> • To identify some of the risks associated with taking medicinal drugs and that for some people this can form a habit • That some diseases can be prevented by vaccinations and immunisations • That bacteria and viruses can affect health • How bacteria and viruses can be prevented through everyday hygiene routines • To recognise the shared responsibility of a clean environment • To know the scientists Edward Jenner and Alexander Fleming and explain their discoveries and its importance <p>Y4 growing and changing (What changes will I start to go through?)</p> <ul style="list-style-type: none"> • The names of external genitalia (recap from KS1) and the reproductive organs • About the physical and emotional changes during puberty (not to include explicit detail on menstruation and wet dreams) • The importance of personal hygiene routines during puberty including washing regularly and using deodorant • How to discuss challenges of puberty with a trusted adult • How to get information, help and advice about puberty 	
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<p>Whole School Values</p> <p>Ongoing in class and Assemblies</p>	<p>Specifically taught</p>
<p>Y5 Physical health and mental wellbeing</p> <ul style="list-style-type: none"> • The benefits of being outdoors and in the sun for physical and mental health • How to manage risk in relation to sun exposure, 	<p>Y5 Physical health and mental wellbeing (Why is sleep so important?)</p> <ul style="list-style-type: none"> • How sleep contributes to a healthy lifestyle • Healthy sleep strategies and how to maintain them <p>Y5 growing and changing (Do we all have the same identity?)</p> <ul style="list-style-type: none"> • About personal identity (previously looked at in Y3) and what contributes to it, including race, sex, gender, family, faith culture and hobbies

including skin damage and heat stroke

Y5 growing and changing

- Ways to boost mood and improve emotional well being
- About the link between participating in interests and hobbies and mental well being

Y6 physical health and mental well being

- That mental health is just as important as physical health and both need looking after
- Positive strategies for managing feelings
- That there are situations when someone may experience mixed or conflicting feelings
- The importance of asking for help from a trusted adult
- How balancing time online with other

- That for some people their gender identity does not correspond with their biological sex
- How to recognise, respect and express their individuality

Y5 keeping safe (How can I take responsibility the safety of myself and others?)

- To identify occasions when they can take responsibility for their own safety and how to assess when situations are becoming risky, unsafe or an emergency
- To differentiate between positive risk e.g. trying a new adventure sport and dangerous behaviour
- How to deal with common injuries, basic first aid
- How to respond in an emergency, including when and how to contact different services -
- How to respond to an allergic reaction

Y5 growing and changing (What changes will I start to go through?)

- About the physical and emotional changes during puberty including menstruation and wet dreams (started in Y4)
- How to discuss challenges of puberty with a trusted adult
- How to get information, help and advice about puberty
- Sanitary products available to support girls through their period
- The importance of a shared understanding between boys and girls and how to respond to changes appropriately

Y6 physical health and mental well-being (How can I cope with change?)

- To recognise that anyone can be affected by mental/ill-health and that difficulties can be resolved through help and support
- How negative experiences e.g. bullying or feeling lonely can affect mental well-being
- About the changes that may occur in life and death and how these can cause conflicting feelings
- About the process of grieving and how grief can be expressed
- About the strategies that can help someone cope with feelings associated with change and loss

Y6 growing and changing (How does pregnancy occur?)

- Identify the link between love, committed relationships and conception

activities helps to maintain health and well being

- What sexual intercourse is and how it can be one part of an intimate relationship between consenting adults
- How pregnancy occurs and that pregnancy is a choice
- About the responsibilities of being a parent or carer, including lifestyle changes

Key transition themes for Y6

- To recognise some of the changes as they grow up e.g. increasing independence
- About what being more independent feels like
- How the transition to secondary may affect their feelings
- How relationships can change as we move to secondary school
- Practical strategies to manage transition