

WESTFIELD COMMUNITY SCHOOL



**PSHE, Relationships
and Health Education
Policy**

(Personal, Social, Health and Economic Education)

September 2025

Introduction

This policy has been produced in line with the DfE guidance- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This statutory guidance has made Relationships and Health Education compulsory in all primary schools from 2020.

Relationships education is defined as education to teach pupils the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. It should include also include learning about the emotional, social and physical aspects of growing up, enabling pupils to become fully functioning well rounded young adults.

The aim of Health Education, is to prepare children for the wider world, allowing them to discuss in a safe environment a variety of sensitive topics including puberty, attraction, bereavement, sickness, personal safety and life transitions. For Primary children, the focuses of the curriculum are relationships and health education, rather than sex education.

Schools also maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. With this in mind, at Westfield, Relationships and Health Education is taught within a wider PSHE curriculum including further links to economic wellbeing, future aspirations and respect for fundamental British values.

Aims and Values

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and wider community, in doing so we help develop their sense of self-worth. We teach them how society is organised and governed, and ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

Additionally, as part of Relationships education we aim:

- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To help them gain access to information and support.
- To develop their skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.

Organisation and Teaching

We teach PSHE (including Relationships and Health Education) in weekly lessons based upon the PSHE association scheme of work and statutory objectives. We aim to work in a cross-curricular way wherever possible, linking PSHE to the Science, RE and PE curriculum throughout school. Each year group's objectives are decided based upon the needs of the class, as a result of pupil consultation. (Please see appendix 1 for whole school Long Term Map, appendix 2 for year group objectives and appendix 3 for Progression of Vocabulary).

Throughout the year we include theme days and weeks where the focus of PSHE is on a particular topic. These include, antibullying week, safer internet day, children's mental health week, international women's day, my money week and healthy eating week.

We also employ outside agencies including HH Kids and Coram SCARF to deliver specialist sessions, all of which are at an age appropriate level. These include Relationships and Sex Education (Year 6), Drugs Education (Year 5), and inappropriate touch sessions (Reception to Year 6).

Relationships and Sex Education

We teach about Relationships and Sex Education (RSE) throughout school, at an age appropriate level and based on the needs of the children. (Please see appendix 4 for specific information about the organisation and teaching of RSE).

Teaching Children with Special Education Needs and Disabilities

Just over a quarter of our pupils are on the Inclusion and Additional Needs Register and so it is important we cater for all children at Westfield when teaching PSHE, regardless of their needs. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties, based on their stage of development, rather than their age. Intervention through School Action and School Action Plus will lead to the creation of an Individual Learning Plan (ILP). When teaching PSHE, teachers take into account the targets set out for the children with ILPs, some of which may be directly related to PSHE or personal development.

Respect for Fundamental British Values

British Values are promoted throughout the PSHE curriculum and across all aspects of school life at Westfield. Pupils are encouraged to respect the values of democracy and can vote about school matters through their school council representative. Pupils are encouraged to value their freedom within the rules of the school and the laws of the nation and acknowledge that rules/laws are there for their own well-being and safety. Pupils' achievements are celebrated through weekly phase and celebration assemblies. They are encouraged to make their own choices about lunchtimes, activities and aspirations and are taught through Relationships Education about how to keep themselves safe. Pupils are taught about respect and tolerance for others whether from different families, backgrounds or faiths through both the RE and PSHE curriculum. They are encouraged to work co-operatively with others in class and respect their different beliefs and opinions.

Monitoring and Assessment

Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons, and through formal assessments of work completed, gauging it against the specific learning objectives set out in the scheme of work.

To assess the children's achievements, teachers complete a half termly assessment of the topic. This will involve an activity or quiz at the end of a topic that will revisit objectives taught. This informs whether the teacher needs to revisit the objective or whether the children who have not met the objective would benefit from small group intervention work. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

Our PSHE and Inclusion team are responsible for monitoring the standards of children's work and the quality of teaching. This will be monitored by regular work and planning scrutinies. The team supports colleagues in their teaching by sharing information about current developments in the subject, arranging training where needs are identified and by providing a strategic lead and direction for the subject in school.

Review

The PSHE co-ordinator has consulted with staff, children and parents to create this policy, and continues to consult with them to develop the Relationships and Health Education curriculum. Any future policy changes will involve parental and staff consultation.

This policy will be reviewed every two years, or earlier if necessary.

Appendix 1: Long-term map.

Our long-term map illustrates the themes covered each half term in each year group from Year one to Year six. Themes and objectives highlighted in red are flagged as high priority for our pupils linked to local data. Titles written vertically between each half term illustrate the theme week or day which will be included in that half term.



PSHE Long Term Map



	AUT 1 Keeping safe	AUT 2 Mental health	SPR 1 Relationships	SPR 2 Health	SUM 1 Online safety	SUM 2 Growing and changing
Y1	Keeping safe at school	Recognising our feelings	Friendship	Who helps to keep me healthy	Online safety	How do we change as we grow up?
Y2	Keeping safe at home (dangers in the home, medicines)	Dealing with good and not so good feelings	Healthy relationships (friends, family, school, home)	Health and hygiene	Online safety – sharing information with strangers.	Our rights and responsibilities as we grow up
Y3	Keeping safe when out with friends (stranger danger)	Not so good feelings - who to tell and what to do	Diversity within families (mums & dads, single parents, same sex, grandparents)	Keeping ourselves healthy	Online safety - sharing information, social media.	Managing money as we grow up.
Y4	Keeping safe in the local area (road safety)	Keeping mentally healthy (including mindfulness)	Diversity within families (living with parents, same sex, carers, family members)	Keeping ourselves healthy	Online safety – sharing information, social media.	Managing money and financial wellness.
Y5	Identifying and dealing with risks and hazards in the local area.	Keeping mentally healthy when dealing with change and loss	Different types of relationships, marriage, partnerships, same sex.	Drug and Alcohol education (HHKids)	Online safety - social media, sharing images,	Aspirations for the future.
Y6	Identifying and dealing with peer pressure.	Mental wellbeing body image, sex and relationships education, consent (HHKids)	Healthy and unhealthy relationships, Domestic abuse.	What to do if we are not looked after and kept healthy, Neglect.	Online safety – social media, sharing images, grooming.	Managing changes and preparing for the future.
Inappropriate touch – Coram SCARF		Antibullying week	Children’s Mental Health Week Safer internet day	International Women’s Day	My Money week	Healthy eating week Pride

Appendix 2: Year group objectives.

Each year group is provided with objectives for each half term linked to a theme. Objectives highlighted in blue are statutory objectives linked to the Relationships and Health Education guidance (DfE 2019) Objectives in black are non-statutory, but included as part of our wider PSHE curriculum and based on the needs of our pupils and local community.

Year 1 - Learning objectives linked to the long-term map.

<i>Autumn 1 - Keeping safe at school.</i>
<i>How to contribute to the life of the classroom.</i>
<i>To help construct, and agree to follow, group and class rules and to understand how these rules help them.</i>
<i>That people and other living things have needs (rights) and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</i>
<i>That they belong to various groups and communities such as family and school.</i>
<i>Rules for and ways of keeping physically and emotionally safe.</i>

<i>Autumn 2 - Recognising our feelings</i>
<i>To communicate their feelings to others, to recognise how others show feelings and how to respond.</i>
<i>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</i>
<i>How to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</i>
<i>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</i>
<i>That there are different types of teasing and bullying, that these are wrong and unacceptable.</i>
<i>Last 2 objectives to be covered through sessions during anti bullying week.</i>

<i>Spring 1 - Friendship</i>
<i>To communicate their feelings to others, to recognise how others show feelings and how to respond.</i>
<i>Recognising how their behaviour affects other people.</i>
<i>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</i>
<i>To identify and respect the differences and similarities between people.</i>
<i>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</i>

<i>Spring 2 - Who helps to keep me healthy?</i>
<i>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</i>
<i>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</i>
<i>What constitutes a healthy lifestyle, and how to maintain, a healthy diet including the benefits of dental health.</i>
<i>The importance of and how to maintain personal hygiene.</i>
<i>How to keep safe in the sun and protect skin from sun damage.</i>

<i>Summer 1 - Online safety</i>
<i>Rules for and ways of keeping physically and emotionally safe including safety online.</i>
<i>The responsible use of ICT.</i>
<i>The difference between secrets and surprises and understanding not to keep adults' secrets.</i>
<i>To recognise that they share a responsibility for keeping themselves and others safe.</i>

<i>Summer 2 - How do we change as we grow up?</i>
<i>About the process of growing from young to old.</i>
<i>How people's needs change as they grow.</i>
<i>About growing and changing and new opportunities and responsibilities that increasing independence may bring.</i>
<i>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</i>
<i>Last objective to be covered through sessions during Healthy Eating Week.</i>

Year 2 - Learning objectives linked to the long-term map.

<i>Autumn 1 - Keeping safe at home</i>
<i>Rules for and ways of keeping physically and emotionally safe, including road safety, cycle safety and safety in the environment (including rail, water and fire safety)</i>
<i>To recognise they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no'.</i>
<i>That household products, including medicines, can be harmful if not used properly.</i>
<i>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</i>

<i>Autumn 2 - Dealing with good and bad feelings.</i>
<i>Recognising good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies to manage those feelings.</i>
<i>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</i>
<i>To recognise what they like and dislike, how to make real, informed choices that improve their emotional health.</i>
<i>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</i>
<i>That there are different types of teasing and bullying, that these are wrong and unacceptable.</i>
<i>How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</i>
<i>Last 3 objectives to be covered through sessions during anti bullying week</i>

Spring 1 - Healthy relationships

That they belong to various groups and communities such as family and school.

To recognise how their behaviour affects other people.

To listen to other people and play and work cooperatively. To learn about strategies to resolve simple arguments through negotiation.

To identify and respect the differences and similarities between people.

To offer constructive support and feedback to others.

Spring 2 - Health and Hygiene

What constitutes a healthy lifestyle including benefits of physical activity and rest?

To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

Making choices that improve their physical and emotional health, to recognise choices have good and not so good consequences.

How some diseases are spread and can be controlled, and the responsibilities they have for their own health and that of others.

Summer 1 - Online safety

Rules for and ways of keeping physically and emotionally safe including safety online.

The responsible use of ICT.

The difference between secrets and surprises and understanding not to keep adults' secrets.

To recognise that they share a responsibility for keeping themselves and others safe.

Summer 2 - Our rights and responsibilities as we grow.

About growing and changing and new opportunities and responsibilities that increasing independence may bring.

The names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls.

About change and loss and the associated feelings (including moving home, losing toys, pets or friends).

What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

Last objective to be covered through sessions during Healthy Eating Week

Year 3 - Learning objectives linked to the long-term map.

Autumn 1 - Keeping safe when out with friends
Strategies for keeping physically and emotionally safe including safety online (including social media, the responsible use of ICT and mobile phones).
To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
How to make informed choices (including recognising that choices can have positive, neutral and negative consequences).
To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.

Autumn 2 - Bad feelings, who to tell and what to do.
What positively and negatively affects their physical, mental and emotional health.
To deepen their understanding of not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
To recognise when and how to ask for help.
To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

Spring 1 - Diversity within families.
To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
That differences and similarities between people arise from a number of factors, including family.
To recognise and respect the diverse range of families people belong to including children who have both parents, single parents or live with grandparents.

Spring 2 - Keeping ourselves healthy
How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.
About people who are responsible for helping them stay healthy and safe and ways that they can help these people.

Summer 1 - Online safety

What positively and negatively affects their physical, mental and emotional health (including the media).

Strategies for keeping physically and emotionally safe including safety online (including social media, the responsible use of ICT and mobile phones).

The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.

Where and how to report concerns, and get support with issues online.

To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

Summer 2 - Managing money.

About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

To develop an initial understanding of the concepts of 'interest', 'loan'.

About enterprise and the skills that make someone 'enterprising'.

Year 4 - Learning objectives linked to the long-term map.

Autumn 1 - Keeping safe in the local area

To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

How to make informed choices (in relation to assessing a risk, danger or hazard) including recognising that choices can have positive, neutral and negative consequences.

Autumn 2 - Keeping mentally healthy

What positively and negatively affects their physical, mental and emotional health (including the media).

To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

To discuss and debate topical issues, problems and events concerning mental health and wellbeing and offer their recommendations to appropriate people.

To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

Spring 1 - Diversity within families.

That differences and similarities between people arise from a number of factors, including family.

To recognise and respect the diverse range of families people belong to including living with parents, carers and other family members including single parents, same sex parents and adoptive parents.

To recognise and challenge stereotypes.

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

To think about the lives of people living in other places, and people with different values and customs.

Spring 2 - Keeping ourselves healthy

How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

About taking care of their body, including good hygiene, diet and the importance of rest and effective sleep routines

That bacteria and viruses can affect health and that following simple routines can reduce their spread.

Summer 1 - Online safety

Strategies for keeping physically and emotionally safe including safety online (including social media, the responsible use of ICT and mobile phones).

The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

What positively and negatively affects their physical, mental and emotional health (including the media).

That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.

To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

Summer 2 - Managing money.

About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).

About enterprise and the skills that make someone 'enterprising'.

That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Year 5 - Learning objectives linked to the long-term map.

Autumn 1 - Risks and hazards
To differentiate between the terms, 'risk', 'danger' and 'hazard'.
That their actions affect themselves and others.
To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
school rules about health and safety, basic emergency aid procedures, where and how to get help

Autumn 2 - Keeping mentally healthy
To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
About change, including transitions (between Key Stages and schools).
To learn strategies to deal with loss, separation, divorce and bereavement.
To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

Spring 1 - Different types of relationships.
To be aware of different types of relationship, including those between relatives and families.
That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
To be aware that marriage is a commitment freely entered into by both people, that no one should <u>enter into</u> a marriage if they don't absolutely want to do so.
That differences and similarities between people arise from <u>a number of</u> factors, including family.

Spring 2 - Drug and alcohol education
Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are <u>restricted</u> and some are illegal to own, use and supply to others.
What is meant by the term 'habit' and why habits can be hard to change.
To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
That pressure to behave in an unacceptable, <u>unhealthy</u> or risky way can come from a variety of sources, including people they know and the media.

Summer 1 - Online safety.

Strategies for keeping physically and emotionally safe including safety online (including social media, the responsible use of ICT and mobile phones).

The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

What positively and negatively affects their physical, mental and emotional health (including the media).

To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

Summer 2 - Aspirations for the future.

To work collaboratively towards shared goals.

To reflect on and celebrate their achievements, identify their strengths and areas for improvement.

To set high aspirations and goals.

Year 6 - Learning objectives linked to the long-term map.

Autumn 1 - Keeping safe and peer pressure

To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.

To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

To recognise and challenge stereotypes.

How their body, will, and emotions may, change as they approach and move through puberty - delivered by HH kids through SRE sessions.

To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. - delivered by HH kids through SRE sessions.

About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact, their body autonomy and rights. - delivered by HH kids through SRE sessions.

Autumn 2 - Mental wellbeing

What positively and negatively affects their physical, mental and emotional health (including the media).

To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

Spring 1 - Healthy and unhealthy relationships.

To be aware of different types of relationship, including those between relatives and families.

To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

To judge what kind of physical contact is acceptable or unacceptable and how to respond.

That their actions affect themselves and others.

To feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

Spring 2 - Keeping healthy and neglect.

About people who are responsible for helping them stay healthy and safe and ways that they can help these people.

What positively and negatively affects their physical, mental and emotional health.

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

The facts and science relating to allergies, immunisation and vaccination.

To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

To recognise when and how to ask for help.

About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Summer 1 - Online safety.

That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.

Strategies for keeping physically and emotionally safe including safety online (including social media, the responsible use of ICT and mobile phones).

The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

Summer 2 - Preparing for the future.

To reflect on and celebrate their achievements, identify their strengths and areas for improvement.

To set high aspirations and goals.

About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

basic emergency aid procedures including head injuries, where and how to get help both in school and the local area.

Whole school - Learning objectives linked to the long-term map.

Inappropriate touch sessions delivered every 2 years by Coram SCARF

To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. KS2

What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy KS1

How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. KS2

The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

Online safety sessions delivered yearly for safer internet day

To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. KS2

How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. KS2

Why and how rules and laws that protect them and others are made and enforced relating to social media and gaming; why different rules are needed in different situations and how to take part in making and changing rules. KS2

Where and how to report concerns, and get support with issues online.

Antibullying sessions delivered yearly for antibullying week

To recognise when people are being unkind either to them or others; how to respond; who to tell and what to say. KS1

That there are different types of teasing and bullying; that these are wrong and unacceptable. KS1

How to resist teasing or bullying; if they experience or witness it; whom to go to and how to get help. KS1

to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help) KS2

how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) KS2

Appendix 3: Progression of Vocabulary.

Our Progression of Vocabulary document details the vocabulary taught and covered in each year group.

PSHE Progression of Vocabulary

Year 1

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Rules Rights Communicate Safe Unsafe Danger Responsibilities Sharing Take turns Belong Group Need Want Community Family Feelings Worried Scared Help	Feelings words Emotions Behaviour Hurt feelings Help Unkind Tease On purpose Bully	Listening Taking turns Truth Falling out Respect Share Kind Similar Different Friends Feelings Behaviour Hurt Special Unique Good touch Bad touch	Special people Healthy Unhealthy Personal hygiene (toiletry items) Clean Balanced diet Water Exercise Sleep/Rest Fruit Vegetables Teeth Dentist Sun Sun cream	Safe Unsafe Internet Online Offline Devices Personal information Share Worried Surprise Secret Help	Growing Change Baby Toddler Child Teenager Adult Elderly Old Young Healthy Unhealthy Exercise Sleep Diet Teeth

Year 2

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Safe Unsafe Road, cycle, rail, water and fire safety Responsibility Rules Danger Hazard Medicine Doctor Permission Special people Community Protect Emergency 999	Feelings words Emotional health Help Fair Unfair Kind Unkind Like Dislike Choices Healthy Unhealthy On purpose Deliberate Bullying Teasing	Groups Belonging Community Behaviour Working cooperatively Listen Problem Solve Unique Special Differences Similarities Families - two mums, two dads Respect Negotiation	Healthy diet Balanced Body Sleep Exercise Food Rest Special people Help Choices Unhealthy Hygiene Clean Consequences Germs Disease Vaccination/Injection Spread Controlled	ICT Safe Unsafe Internet Online Worried Surprise Secret Uncomfortable Help	Growing Change Responsibilities Private parts Penis Vulva Boys Girls Male Female Same Different Healthy Unhealthy Hygiene Exercise Sleep Diet

Year 3

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Rules Safety Social media Internet safety Online Personal information Stranger danger Decisions Risk Strategies Consequences Bullying Discrimination Similarities Differences Prejudice	Exercise Diet Mental health Positive Negative Feeling words Safe Unsafe Help Trust Solution Conflict Point of view Resolve Compromise Feedback	Relationships Family Love Relatives Friendship Compromise Calm Apologise Listen Positive, healthy Trust Safe Differences Similarities Diversity Families Blended family Nuclear family Extended family Adoption Fostering Same sex family (two mums, two dads)	Decisions Choices Balanced diet Healthy Unhealthy Eat well plate Protein Dairy Carbohydrates Energy Fruit and vegetables Responsible Safe	Exercise Diet Mental health Positive Negative Social media Rules Internet safety Online Personal information Private Public Profile Influence Consequences Responsible Safe Report Reliability Trust Fake	Money Spending Saving Earning Income Interest Loan Enterprising

Year 4

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Risk Danger Hazard Independence Responsibilities Consequences Choices Road safety Water safety	Feeling words Achievements Strengths Improvements Goals Aspirations Mental health Wellbeing Negotiation Compromise Listening Respect Conflict	Differences Similarities Multicultural Diversity Families Relationships Adoption Fostering Same sex family (two mums, two dads) Blended family Nuclear family Extended family Stereotypes Healthy relationship Unique Values Customs Cultures Diverse British Values	Consequences Balanced lifestyle Routine Hygiene Diet Sleep Rest Exercise Infection Medicine Safety Bacteria Viruses Positive Neutral Negative	Rules Safety Social media Internet safety Personal information Mental health Wellbeing Unacceptable Unhealthy Risky Consequence Peer pressure Uncomfortable Anxious Report Reliability Misrepresent Mislead Critically examine	Money Critical consumer Interest Loan Debt Tax VAT Society Enterprise Community Economic Sustainable

Year 5

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Risk Danger Hazard Actions Consequences Responsibilities Voluntary group Community group Pressure group Resolve Respect Compromise Decision making Choices Rules Health Safety	Mental Health Feelings Wellbeing Resilience Support Emotions Intensity Conflict Changes Separation Loss Grief Transition Divorce Listen Respect Constructive	Family Relatives Friendship Relationship Marriage Live together Commitment Legal Civil partnership Same sex (two men or two women) Prejudice	Drugs Cigarettes Alcohol Tobacco Smoking Cigarette E-cigarette Nicotine Perception Age restrictions Legal Illegal Addictive Substance Habit Assertive Passive Aggressive	Bullying Cyberbullying Social media (name different platforms) Internet safety Online Personal information Privacy Password Fact Opinion Biased Unbiased Social media Misleading Manipulate Peer pressure Reliability Report	Goals Collaborative Dream Hope Reflect Achievements Development Opportunities Perseverance Determination Aspirations Future

Year 6

<u>Autumn 1</u> <u>Keeping Safe</u>	<u>Autumn 2</u> <u>Mental Health</u>	<u>Spring 1</u> <u>Relationships</u>	<u>Spring 2</u> <u>Health</u>	<u>Summer 1</u> <u>Online Safety</u>	<u>Summer 2</u> <u>Growing and Changing</u>
Independence Responsibility Peer pressure Social media Technology Cyber-bullying Consequences Anti-social Assertiveness Resolution Risk Choices Influence Puberty – vocab by HH Kids Emotions Physical changes Personal boundaries Protected Characteristics Stereotypes	Physical/emotional/mental health Feelings Support Wellbeing Media manipulation Misleading Real/fake/untrue Stereotype Social media Profile Body image Self-image Online safety Sharing Balanced diet Food Choices Wellbeing	Relationships Unhealthy relationships Positive Healthy Trust Support Appropriate Inappropriate Unwanted touch Actions Consequences Peer pressure Respect Disrespect Empathy Risk Pressure Choices Influence	Responsibility Independence Safe Healthy Mental health Physical health Emotions Stress Wellbeing Balanced diet Illness Signs and symptoms Allergies Immunisations Vaccinations Sun Sun damage Sun cream	Pressure Risk Consequences Personal information Online safety Age restrictions Social media Parental consent Trolling Cyber bullying Virus Gaming Online safety Sharing online Permission Misleading Reliability Filters/photoshop	Achievements Developments Aspirations Goals Dreams Transition Loss Separation Grief Divorce Bereavement Coping Career Future First aid Emergency 999 Responsive Unresponsive Information Injury

Appendix 4: Teaching of RSE.

We teach about Relationships and Sex Education (RSE) throughout school, at an age appropriate level and based on the needs of the children. While we carry out the main RSE in our PSHE curriculum through Relationships and Health Education, we also teach some RSE through other subject areas (such as PE, RE and Science) which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

Organisation:

Foundation Stage

Pupils learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. In inappropriate touch sessions (delivered by Coram SCARF), they learn about unwanted touch, how it makes them feel and how to ask for help.

Key Stage 1

Through work in Science pupils learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. Pupils will be taught the correct names for the main external body parts. They learn about the importance of personal hygiene to maintain good health. In RE pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety. In inappropriate touch sessions (delivered by Coram SCARF), pupils learn about unwanted touch, how it makes them feel and who/how to ask for help. They learn about how private parts are 'no touch areas' and the importance of not keeping secrets that make them feel uncomfortable inside.

Key Stage 2

In Science pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years five and six. In RE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They learn about different types of families and relationships, including, for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. They develop skills needed to form relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting pressure. In RSE sessions (delivered by HHKids), pupils are taught about the physical, emotional and social changes at puberty, which include personal hygiene. They will **not** be taught about conception or birth, but will be taught about how the male and female reproductive systems work including menstruation (girls only session) and testicular awareness (boys only session). In inappropriate touch sessions (delivered by Coram SCARF), pupils build on their knowledge of unwanted touch and learn about consent. They learn about personal space and online safety including dealing with unwanted attention online, and further develop their knowledge of who/how to ask for help when needed.

We will do our best to answer all questions with sensitivity and care. We will allow pupils to raise anonymous questions, throughout the teaching of RSE, by providing an anonymous question box for pupils to ask questions that may be responded to at a later date. We believe it is important for children to feel they can ask any questions and that their questions are valued, however it is also important for practitioners to give an appropriate answer with consideration to pupil's prior learning and readiness. *If questions are raised specific to the age of sexual consent, children will be advised that the law in Britain prohibits sexual activity until the age of 16.*

Parental right to withdraw

All of our RSE curriculum at Westfield is taken from the Science National Curriculum objectives, or the Relationships and Health Education statutory guidance. Therefore, all aspects of our RSE curriculum are compulsory, meaning parents do not have the right to withdraw their child from these sessions. If parents have any concerns about the contents of our RSE curriculum, they are encouraged to discuss this with the headteacher or PSHE and Inclusion team.

Confidentiality and safeguarding

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If a child makes reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take this reference seriously, and deal with it as a matter of child protection. They will not try to investigate, but will immediately inform Designated Child Protection person in line with the LEA procedures for child protection. The Headteacher will then deal with the matter in consultation with health care professionals. (See our policy on Child Protection) A member of staff cannot promise confidentiality if concerns exist.

The role of parents

The school understands the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supportive relationship with the parents and carers of the children at our school through mutual understanding, trust and cooperation.

To promote this objective, we:

- Inform parents about the school's sex education policy and practice.
- Answer questions that parents may have about the sex education of their child.
- Arrange a meeting for parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.
- Take seriously any issues that parents raise with teachers or governors about this policy, or about arrangements for SRE in the school.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.