

PSHE at Springfield

Our vision

At Springfield, we value Personal, Social and Health Education (PSHE) as it supports our children in their social and emotional development as well as promoting their health and well-being. We believe that in order for our children to thrive, they need a secure understanding of how to manage their feelings and relationships and how to face challenges in their lives.

Through our PSHE curriculum, our children build the knowledge and understanding that they need to be positive citizens and to play an effective role in their community. Our lessons give children an understanding of the rights and responsibilities that are part of being a good citizen, which enables them to play an active and healthy part in the life of our school, their community and the world. We strive for our children to be informed, thoughtful and responsible individuals who are aware of their rights and responsibilities.

Throughout our PSHE curriculum, we teach children to develop positive mental health and share strategies to support their wellbeing.

How we plan for and teach PSHE

We follow the Jigsaw scheme of work for PSHE, which has an integrated whole school approach. Each half term begins with a whole school assembly to introduce the theme. This is then reflected in each week's focus value.

Each class has a weekly PSHE session to explore these themes. This subject is taught mainly with various hands-on activities, discussions, debates and circle time. Our PSHE curriculum is embedded in our whole-school ethos where we celebrate difference and values of respect, tolerance and equality.

How we evaluate learning in PSHE

The impact of our PSHE curriculum is evident in the confidence our children demonstrate when expressing their feelings and managing their friendships. Children at Springfield learn to use their voice to express their emotions and to use words to solve problems. We also see the impact of this learning in our children's engagement with their community and their care for others. The choices our children make to keep themselves safe and healthy also reflect the impact of our PSHE curriculum.

Each year, children's learning is organised into six main units: *Being Me in My World*, *Celebrating Differences*, *Dreams and Goals*, *Healthy Me*, *Relationships* and *Changing Me*. Within these units, links are made to our **Springfield Community Commitments**, our school **VERSE**, **British Values** and **UNCRC Articles**.

Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Commitments: all VERSE: all British Values: introduce all: Rule of law, Democracy, Mutual Respect, Individual Liberty, Tolerance Rights Respecting: introduce UNCRC	Commitments: respect each other VERSE: respect and everyone British Values: Mutual Respect, Individual Liberty and Tolerance Rights respecting: Article 2	Commitments: reach high, build confidence and build positivity VERSE: effort Rights respecting: Articles 12+13	VERSE: safe Rights respecting: Article 24	Commitments: learn together and respect each other VERSE: everyone British Values: Mutual Respect, Individual Liberty and Tolerance	Commitments: respect each other, build confidence and build positivity VERSE: respect and everyone British Values: Mutual Respect, Individual Liberty and Tolerance Rights respecting: Article 2 and 24

For any content written in green, more details about the learning are provided at the end of this document.

Year 1: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me and express how I feel about them</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>
Details of Coverage	<p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the learning charter</p>	<p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p>Setting goals</p> <p>Identifying successes and achievements</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner</p> <p>Tackling new challenges</p> <p>Identifying and overcoming obstacles</p> <p>Feelings of success</p>	<p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/ safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Belonging to a family</p> <p>Making friends/ being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>Life cycles - animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p>
Opportunities to discuss representation and diversity	<p>Celebration of the diversity within the class: race, religion, languages, disabilities, family backgrounds.</p>	<p>Ensuring differences in race, religion, sex, native language, family make-up and disability are all celebrated equally.</p>	<p>Ensure case studies of people with dreams and ambitions are from a range of backgrounds.</p>	<p>Ensure that images relating to health, diet and exercise represent a range of realistic and healthy body types. Ensure these images show people of different races, religions, ages and sexes.</p>	<p>Ensure children learn about the diversity of different types of family and that all families are equal and should be respected, valued and celebrated equally.</p>	<p>Ensure images of bodies are racially diverse.</p>

Year 2: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/ girl</p>
Details of Coverage	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group cooperation</p> <p>Contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
Opportunities to discuss representation and diversity	<p>Celebration of the diversity within the class: race, religion, languages, disabilities, family backgrounds.</p>	<p>Ensuring learning about gender diversity actively tackles gender stereotypes.</p>	<p>Ensure case studies of people with dreams and ambitions are from a range of backgrounds.</p>	<p>Ensure that images relating to health, diet and exercise represent a range of realistic and healthy body types. Ensure these images show people of different races, religions, ages and sexes.</p>	<p>Ensure children learn about the diversity of different types of family and that all families are equal and should be respected, valued and celebrated equally.</p>	<p>Ensure images of bodies are racially diverse.</p>

Year 3: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how</p> <p>I feel about these changes happening to me and know how to cope with these feelings</p>
Details of Coverage	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p> <p>Emotional changes - we have added this lesson in so children understand some emotional changes that happen in puberty</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p> <p>We have moved the 'Inside body changes' lesson to Y5 Summer 2.</p>
Opportunities to discuss representation and diversity	<p>Celebration of the diversity within the class: race, religion, languages, disabilities, family backgrounds.</p> <p>When considering seeing things from others' perspectives, consider how the lived experience of people from different backgrounds may contribute to different perspectives.</p>	<p>Ensure children learn about the diversity of different types of family and that all families are equal and should be respected, valued and celebrated equally.</p>	<p>Ensure case studies of people with dreams and ambitions are from a range of backgrounds.</p>	<p>Ensure that images relating to health, diet and exercise represent a range of realistic and healthy body types.</p> <p>Ensure these images show people of different races, religions, ages and sexes.</p> <p>Ensure representations and images relating to drugs are racially diverse and do not promote stereotypes.</p>	<p>Ensure children learn about the diversity of different types of family and roles within families.</p> <p>Ensure children learn about the diversity of experience of different children around the world.</p>	<p>Ensure children learn about the diversity of different types of family and that all families are equal and should be respected, valued and celebrated equally.</p>

Year 4: PSHE Curriculum Map







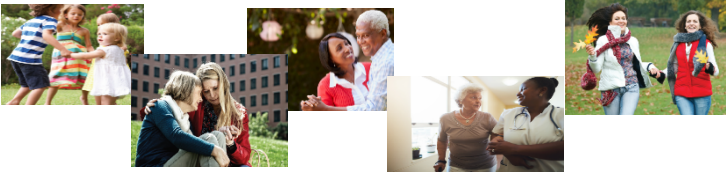
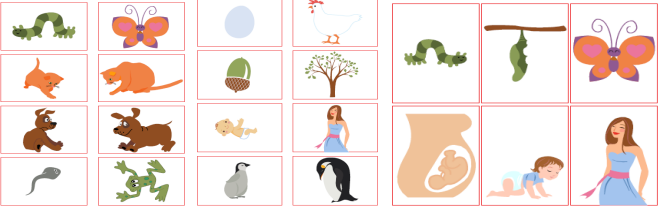

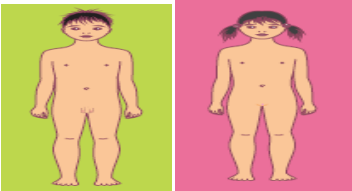

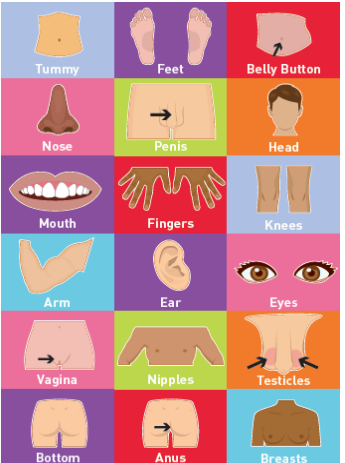
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	<p>Introduction of systems and routines for the new school year.</p> <p>Establishing a class Learning Charter.</p> <p>We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
Details of Coverage	<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and falling out</p> <p>Showing appreciation to people and animals</p> <p>We have moved the 'Girlfriends and boyfriends' lesson to Y6 Summer 2.</p>	<p>Being unique</p> <p>Girls and puberty*</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p> <p>We have moved the 'Having a baby' lesson to Y6 Summer 2.</p>
Opportunities to discuss representation and diversity	<p>Ensuring our school council is representative of our school community on the basis of</p> <ul style="list-style-type: none"> -race -religion -disability -sex -gender identity <p>Ensuring our school council has a mandate to promote inclusion and diversity and all elected members actively uphold these values.</p> <p>How can we use our voices to promote equality and respect?</p>	<p>How can we challenge assumptions about people on the basis of their:</p> <ul style="list-style-type: none"> -race -religion -disability -sex -gender identity <p>Why might people hold these assumptions and why are they so harmful? Why is it important to overcome them?</p>	<p>When considering celebrating contributions, it is important to discuss ensuring that the contributions of people from different backgrounds and heritages are equally represented.</p>	<p>Ensure that images relating to health, diet and exercise represent a range of realistic and healthy body types. Ensure these images show people of different races, religions, ages and sexes. Ensure representations and images relating to substance abuse are racially diverse and do not promote stereotypes.</p>		<p>Ensure images of bodies are racially diverse.</p>

Year 5: PSHE Curriculum Map

Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	Introduction of systems and routines for the new school year. Establishing a class Learning Charter. We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.	I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body	I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
Details of Coverage	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream jobs and how to get there Goals in different cultures Supporting others (charity)	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communication Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition We have moved 'Conception (including IVF)' to Y6 Summer 2. As part of the statutory science National Curriculum, Y5 children will learn about scientific reproduction in mammals.
Opportunities to discuss representation and diversity	How can we ensure everyone feels valued and respected in our class? What might we need to be aware of? Why are people sometimes disrespected? Why is this not ok?	Bullying might be linked to discriminating against someone on the basis of their race, sex, sexuality, religion, disability or beliefs. Why might this person be a target of bullying? Why is that unfair? What could you do as a witness? What could you tell the bully to stop them?	What might this person's dream be? Opportunity to unpick any stereotypes e.g. 'to be a footballer' for a boy but not a girl. Ensure children see goals transcend race, religion, sex, sexuality, disability etc.	Body image pressures: open up expectations for boys and girls. Are body image pressures the same for people of all races? Do we see diverse body types in the media? Race, disability etc. Ensure that images relating to health, diet and exercise represent a range of realistic and healthy body types. Ensure these images show people of different races, religions, ages and sexes.	Self-esteem may be affected by societal stereotypes for different races, religions, disabilities and other protected characteristics. It is important to address this and ensure that all children develop their self-esteem and share anything that limits their self-confidence.	Avoid heteronormative assumptions about attraction. Ensure images of bodies are racially diverse.


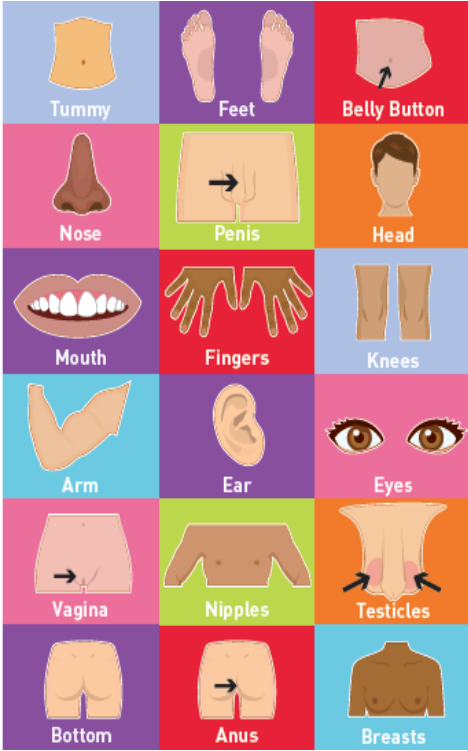
Year 6: PSHE Curriculum Map


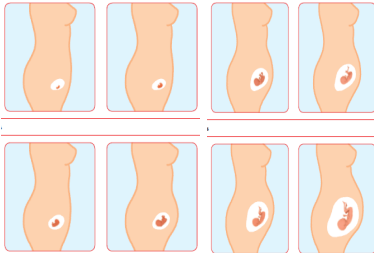
Unit	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overview	Introduction of systems and routines for the new school year. Establishing a class Learning Charter. We block the teaching of this unit in the first couple of weeks at the start of term in order to establish the Learning Charter.	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation	I can describe some ways in which I can work with other people to help make the world a better place I can identify why I am motivated to do this	I can evaluate when alcohol is being used responsibly, antisocially or being misused I can tell you how I feel about using alcohol when I am older and my reasons for this	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby
Details of Coverage	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding difference Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict/ differences as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings* Conception to birth** Physical attraction (boyfriends/ girlfriends)/ Respect and consent/ Sexting Reflections about change Transition *Teachers will use the Y5 'Puberty for girls' and 'Puberty for boys' lessons, alongside some of the Y6 puberty myth buster cards. **Parents and carers have the right to withdraw their child from the 'Conception to birth' - combination of the Y4 and Y5 lessons that we moved and the Y6 lesson.
Opportunities to discuss representation and diversity	How can we ensure everyone feels valued and respected in our class? How can we ensure unequal group dynamics do not arise e.g. gender/race/religion? What might we need to be aware of? Why are people sometimes disrespected? Why is this not ok?	How might the idea of 'normal' be unhelpful? How might the idea of being 'normal' exclude people due to a protected characteristic e.g. race, religion, disability, sex, gender identity, age etc. Bullying might be linked to discriminating against someone on the basis of their race, sex, sexuality, religion, disability or beliefs. Why is empathy important in a diverse and inclusive society? Understanding of difference leading to social cohesion and harmony.	Ensure children see goals transcend race, religion, sex, sexuality, disability etc. How can we make a difference in a world where discrimination on the basis of protected characteristics still takes place?	Ensure 'gang culture' representations and images relating to substance abuse are racially diverse and do not promote stereotypes.	How can we be assertive in the context of standing up for equality and representation in a diverse society?	Avoid heteronormative assumptions about attraction. Ensure images of bodies are racially diverse.

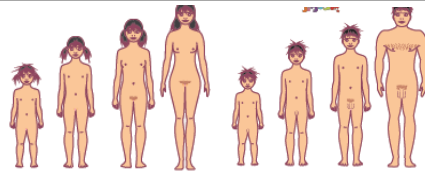
Year	Unit	Term	Potential Question	What We're Teaching	Resources
1	Healthy Me - Medicine safety/ safety with household items	Sp2	Why are we teaching children about safety around medicine?	We explain why we have medicine and how adults and children might have different medicine because our bodies are different; we explain how to be safe with medicine, as well as how to be safe around household items.	     
1	Relationships - Belonging to a family	Su1	How are we showing families look different?	We discuss and compare who is in our family - will show a book with images of all types of families including where single parents, couples, grandparents, same sex parents, uncles/aunts etc. raise the family to show that all families look different. We do this so that children see images of how the world looks.	The Great Big Book of Families - highlights similarities and differences around what a family looks like; homes; jobs; hobbies etc.
1	Relationships - Physical contact boundaries	Su1	Which images do we use to show physical contact?	We talk about which physical contact we like and which physical contact we don't like e.g. how some people like holding hands and how some don't. We show pictures to demonstrate how and when people might want to hold hands. We ensure the pictures we use are as inclusive and representative as possible.	
1	Changing Me - Life cycles - animal and human	Su2	How are we showing life cycles, particularly in humans?	First, we have children match the young to the adults - in both animals and humans - then we show a few stages e.g. caterpillar, chrysalis, butterfly; baby in the womb, toddler, adult - all done using cartoon pictures, although we may sometimes use well-chosen photos from the internet for things like puppies, toddlers, adults etc.	
1	Changing Me - Changes in me	Su2	Which changes are we showing the children?	We promote discussions around how people change from when their babies - we show photos and cartoons of people as babies, toddlers, teens, adults etc. We talk about how changes can be physical, like getting taller, growing a beard, as well as how we change in other ways e.g. we learn, we start to walk etc.	
1	Changing Me - Differences between female and male bodies (correct terminology)	Su2	How are we showing differences between female and male bodies? Which terminology are we teaching?	<p>We show how females and males are different both through what they sometimes wear and through their bodies. We also show how animals look different depending whether they're female or male.</p> <p>We teach children to use the correct terminology for their body parts for safeguarding reasons e.g. if they have a pain in a part of their body, they need to know how to describe where the pain is. The terminology we use are: penis, testicles, vagina, vulva, anus. Many organisations believe knowing shared, correct terminology keeps children safe too. We always use cartoons to show the terminology, which builds upon what the children learn in EYFS (nose, leg, knee etc.) Children then use the pictures to organise whether a female, male or both would have those body parts.</p> <p>Children are still taught that these parts are private and that they might use different names; however, these are the scientific words that we use in school.</p>	  

Year	Unit	Term	Potential Question	What We're Teaching	Resources
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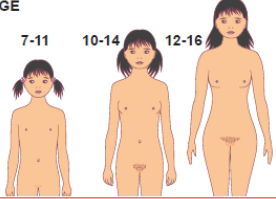
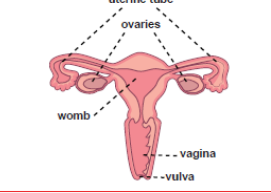
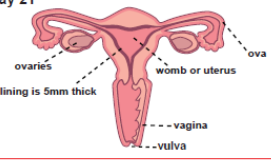
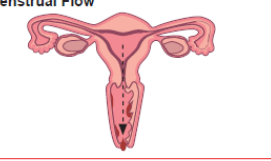
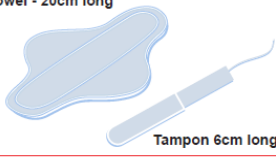
2	Celebrating Differences - Gender diversity	A2	<p>What are we teaching children about gender diversity?</p> <p>We question how you might know someone is a boy or a girl, which brings children onto the topic of the clothes people choose to wear and the idea of stereotyping someone for what they wear or the things that they like to do, like playing football.</p> <p>We teach children that everyone is treated equally and fairly, regardless of whether they are male or female. We teach them that they should always treat each other kindly.</p>	
2	Relationships - Different types of family	Su1	<p>What do we teach when we talk about different types of family?</p> <p>We discuss and compare who is in our family - will show a book with images of all types of families including where single parents, couples, grandparents, same sex parents, uncles/aunts etc. raise the family to show that all families look different.</p> <p>We focus on how even if our families look different, they are special to us because they are rooted in love and because no one has the same family so they are unique.</p>	<p>The Great Big Book of Families - highlights similarities and differences around what a family looks like; homes; jobs; hobbies etc.</p>
2	Relationships - Physical contact boundaries	Su1	<p>What are we teaching about physical contact?</p> <p>We discuss with children contact that they like and contact they don't like, as well as which contact is acceptable in different situations. Some examples would be a wet kiss from a dog, being tickled, play-fighting with friends, holding hands when crossing the road or in a crowded space, pushing or hitting, hugs from people not in the family etc. We teach children that sometimes people like some of these things and sometimes they don't so they have a right to say, "Please stop, I don't like that." We teach children how to use kind hands.</p>	
2	Relationships - Secrets	Su1	<p>What are we teaching children about secrets?</p> <p>We teach the children how there are different types of secrets e.g. an exciting one like a surprise birthday party vs. a worrying one, where someone has asked you to keep a secret and it makes you feel worried/ have a bad feeling in your stomach. We teach the children this so that they speak to a trusted adult if they ever feel uncomfortable about something so that they are safe.</p>	

<p>2 Changing Me - Life cycles in nature</p>	<p>Su2</p>	<p>How do we show the life cycles?</p>	<p>Building upon what is learnt in Y1, we show children cartoons and photos of how humans, animals and plants look when they're young and when they're adults. We discuss how things change and the feelings that go along with change e.g. fear, excitement, nerves etc.</p>	
<p>2 Changing Me - Differences between female and male bodies (correct terminology)</p>	<p>Su2</p>	<p>How are we showing differences between female and male bodies? Which terminology are we teaching?</p>	<p>This follows on from what the children are taught in Y1. We show how females and males are different both through what they sometimes wear and through their bodies.</p> <p>We teach children to use the correct terminology for their body parts for safeguarding reasons e.g. if they have a pain in a part of their body, they need to know how to describe where the pain is. The terminology we use are: penis, testicles, vagina, vulva, anus. Many organisations believe knowing shared, correct terminology keeps children safe too. We always use cartoons to show the terminology, which builds upon what the children learn in EYFS (nose, leg, knee etc.)</p> <p>Children are still taught that these parts are private and that they might use different names; however, these are the scientific words that we use in school.</p> <p>The teacher draws an outline of two bodies - a male body and a female body - and the children need to move the images to the correct places on the body.</p> <p>Children are also shown a laundry bag/ images of different clothes, where they need to decide if they think the clothes belong to a male or female - they discuss the reason for different clothes - to keep us warm, for fashion, to keep certain body parts private.</p>	

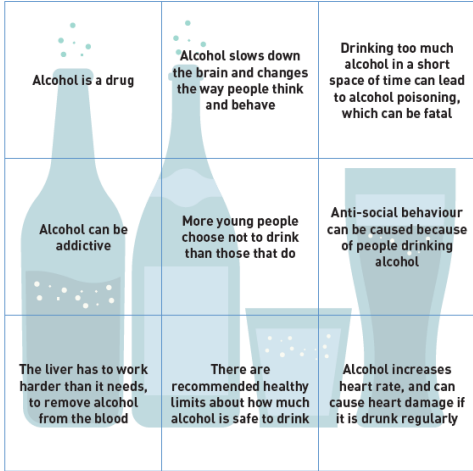
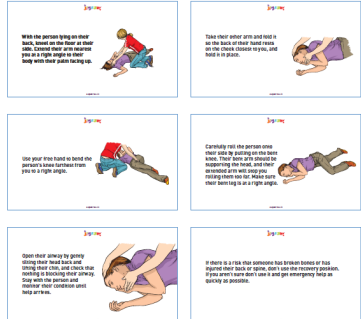
Year	Unit	Term	Potential Question	What We're Teaching	Resources
3	Celebrating Differences - Families and their differences	A2	How are we showing that families can be different?	We discuss and compare who is in our family - will show images of all types of families including where single parents, couples, grandparents, same sex parents, uncles/aunts etc. raise the family to show that all families look different. We also discuss how some families have couples who are married, some have other members of their family living in a different country, some who are helped by other members of the community etc. We do this so that children see images of how the world looks. We might also choose to read a book that also outlines these similarities and differences.	 <p>The Great Big Book of Families - highlights similarities and differences around what a family looks like; homes; jobs; hobbies etc.</p>
3	Celebrating Differences - Witnessing bullying and how to solve it/ Recognising how words can be hurtful	A2	Which types of bullying do we teach the children about?	We teach the children about all forms of bullying from physical, emotional, mental and cyber bullying. This is because we want the children to understand how their words and behaviours can affect others and what to do if they see these things happening. We discuss things like ableism and homophobia and how to ensure our actions and words don't hurt others.	
3	Healthy Me - Attitudes towards drugs	Sp2	What are we teaching the children about drugs?	We speak with the children about how medicines and drugs all look different (we will show pictures) and have different usages e.g. how some medicines are prescribed or given by a trusted adult to make a part of our body feel better. We discuss how we know when it is safe or unsafe to take a drug or medicine and what to do if they encounter drugs or medicines.	
3	Changing Me - How babies grow	Su2	How do we explain that babies grow?	We discuss how a baby grows inside a mother's womb and gets nutrients when it's in the womb, in order to grow. We don't discuss how the baby gets in the mother's womb but if asked, explain in an age-appropriate way, which is that a baby grows from a tiny egg that the mother already has inside her. We show images so children can see how the nutrients help the baby to grow.	

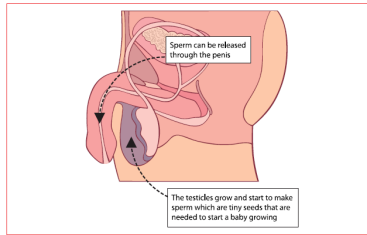
3	Changing Me - Outside body changes	Su2	Which external changes are the children learning about?	<p>We speak to the children about changes and how puberty is one of the changes people go through and how it is the start of when a child’s body gradually develops into an adult’s body. We explain that it is natural and can happen at any age, either when we’re in primary school or in secondary school. We explain that everyone grows and develops at a different rate to one another.</p> <p>Using appropriate vocabulary that the children learn in KS1, we show children age-appropriate cartoons and have them discuss which physical, external changes they can see and then talk about other physical changes that you can’t always see e.g. how our voices deepen.</p>	<div><div></div><div><div>I will grow taller</div><div>I will develop pubic hair between my legs</div><div>Hair will grow under my arms</div><div>Hair will grow on my legs</div><div>I will grow hair on my face</div><div>My hips will widen</div><div>My chest and shoulders will get broader</div><div>My voice will get deeper</div><div>My breasts will grow</div><div>My penis and testicles will grow larger</div><div>My feet will get bigger</div><div>My skin will get less smooth</div></div></div>
3	Changing Me - Inside body changes <div>This lesson has been moved to Y4 Summer 2. This is now called ‘Emotional changes’ in Y3</div>	Su2	Which internal changes are the children learning about?	<div>We will teach children in Y3 about emotional changes that come along with puberty instead of inside body changes.</div>	

Year	Unit	Term	Potential Question	What We're Teaching	Resources
4	Healthy Me - Smoking	Sp2	What are we teaching about smoking?	We discuss with the children the idea of peer pressure in regards to smoking, linking to the previous lesson of how different people have different roles in groups and, often, encourage others to make poor decisions. We talk about how peer dynamics might impact these choices. We also talk to them about the impact that smoking has on our health and the health of others. We explain that there is an age limit to purchase cigarettes because it has an impact on our health.	
4	Healthy Me - Alcohol	Sp2	What are we teaching about alcohol	Similarly to the previous lesson on smoking, we talk to the children about alcohol, discussing why people might drink alcohol and how it could alter people's behaviour if drunk in excess. We speak about the role of the liver and how alcohol impacts it. We also link this to peer pressure. We explain that there is an age limit because consuming alcohol has an impact on our health.	
4	Relationships - Love and loss	Su1	What do we teach children about loss?	Particularly at this time, it is more important than ever to talk to children about loss and the strategies to support if we've experienced loss. Like all lessons, this is discussed sensitively. We read a story and explain how sometimes we might lose special people, pets etc. because we move or someone close to us passes away. We explain that the reason loss is so hard is because we value and love those people. We think about things that we can do and people we can talk to if we feel sad, angry, unsure or insecure.	Some books we might choose to read are: Badger's Parting Gifts Goodbye Mousie
4	Relationships - Girlfriends and Boyfriends This has been moved to Y6 Summer 2.	Su1	What do we teach about boyfriends and girlfriends?		
4	Changing Me - Having a Baby This has been moved to Y6 Summer 2.	Su2	What are we teaching the children about having a baby?		

<p>4 Changing Me - Girls and Puberty</p> <p>This is a combination of the Y3 'Inside body changes' and the Y4 'Girls and puberty' lessons.</p>	Su2	<p>What are we teaching about puberty in girls?</p>	<p>It is believed that girls should be taught about menstruation and bodily changes before they go through them. This is so they feel prepared physically and emotionally for the changes that they will experience. We know that some females will go through puberty earlier than others, just like we know some will go through it later in their teens. However, we, like many, believe the importance of preparing them in advance.</p> <p>In the lesson, we share a bag of objects with the children, which has deodorant, spot cream, gel, tampons, sanitary towels etc. and have the children think about what the objects are, stressing that many people won't know what they are because they haven't needed to use them. We reveal each of the objects and move onto the topic of menstruation - some children aren't aware that this means the same as having your period so we make this clear. We explain that when a female reaches puberty, the eggs in her ovaries (which have been there since she was born) start to mature. Then, once a month, these eggs that are stored in the ovaries are released and go through the fallopian tube into the womb/uterus. If the egg is fertilised, it settles into the lining of the womb/uterus and develops into a baby. If it isn't, the lining of the womb/uterus sheds and spare blood is passed, which is when she has her period. This is normal for females and the amount of blood that is released varies for different people. As females bleed, they need something to absorb the blood, which is why they use sanitary towels, which stick onto the inside of the underwear, or tampons, which are inserted into the vagina. It is important that these are changed regularly.</p>	<div data-bbox="1496 35 1809 363"> <p>AGE</p>  <p>A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.</p> </div> <div data-bbox="1496 379 1809 708">  <p>Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.</p> </div> <div data-bbox="1496 724 1809 1005"> <p>Day 21</p>  <p>However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.</p> </div> <div data-bbox="1832 724 2145 1005"> <p>Menstrual Flow</p>  <p>If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.</p> </div> <div data-bbox="1496 1021 1809 1311"> <p>Towel - 20cm long</p>  <p>Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.</p> </div>
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Year	Unit	Term	Potential Question	What We're Teaching	Resources
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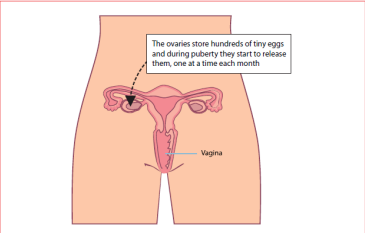
5	Healthy Me - Smoking	Sp2	What are we teaching the children about smoking?	Building on from what is taught in the previous year, we speak to the children about the effects of smoking and the impact it has on our health. We talk about how smoking is portrayed in films, TV and celebrity culture and have them think about messages that are promoted. We discuss how people often lead others to thinking that smoking is fashionable, which then leads to the discussion of peer pressure. The reason we teach this is so that children recognise how certain avenues might try to put pressure on people to smoke so we want to empower them to recognise this and to understand the realities of smoking.	
5	Healthy Me - Alcohol	Sp2	What are we teaching the children about alcohol?	Building on from what is taught in the previous year, we share facts about alcohol and discuss how it can lead to anti-social behaviour. We talk about how alcohol can influence people's behaviour when misused and have them think of scenarios that would be different if people choose - we provide one story and they think about how it could be different. We think about peer pressure when looking at different scenarios.	
5	Healthy Me - Emergency Aid	Sp2	Which emergency aid do we cover?	We discuss with the children different emergencies they may come across from someone cutting a finger to someone collapsing. We talk to the children about what to do in these situations and explain what the recovery position is, using St John's Ambulance videos.	https://www.youtube.com/watch?v=GmqXqwSV3bo&t=6s 

5	Healthy Me - Relationships With Food	Sp2	What do we talk to the children about in terms of their relationships with food?	We speak about how different people can often have different relationships with food and that sometimes, for various reasons such as pressure, things that are seen on TV/ the internet, or perceptions of body image, people can sometimes have an unhealthy relationship with food. We ask the children to think about what a healthy body image means, talking about a balanced diet, physical exercise, resilience, knowing if someone is influencing or pressuring us etc. This is so that they know what a positive relationship with food and their image looks like.	<div>Aaron, 12 years old</div> <div>Leah, 15 years old</div> <div>Kyla, 14 years old</div> <div> Food is... Fuel. If I don't eat then I can't enjoy all the different activities that I do at school and outside school, like cricket, baseball and street dance. </div> <div> Food is... Scary. I haven't eaten much food for about a year and I have lost a lot of weight. The thought of eating now makes me feel worried and sick. I don't want to put on weight as I'm worried that I am fat. I feel under so much pressure to look as good as my friends. They are always posting selfies on social media. </div> <div> Food is... Too good to resist! I love eating and am not a fussy eater. My favourite food is pizza, but I also love cake, snacking food and chocolate. My mum bakes a lot at home and my family are all a little overweight. I get teased at school and on social media about my weight. When I feel upset, I eat chocolate because it makes me feel better. I don't have any choice about what I eat because my Mum does all the shopping and cooking. </div>
5	Relationships - Online Gaming	Su1	What type of gaming do we talk to the children about?	In addition to Online Safety lessons that are taught in Computing, we speak to the children about risks that are attached to online gaming. We discuss all of the positives that come from gaming but acknowledge that there are also negatives/ risks. We discuss how often, children have to say that they are a certain age to play a game and that because they just tick it, they can sometimes expose themselves to risk. We discuss scenarios where there could be inappropriate content or where people could talk to them, if the app or game is not suitable for children their age. We discuss additional risks that also come with other games that are suitable for children their age e.g. if they are talking to strangers on something like Roblox and how some people lie about who they are because they sometimes want to harm people. Due to this, we equip them with skills on what to do to stay safe (ask a trusted adult if they're allowed to talk to people; don't ever give out personal details; tell a trusted adult if something doesn't feel right). We follow up this lesson in the final lesson of this unit, where we discuss how to stay safe when communicating online.	
5	Changing Me - Puberty in Girls	Su2	What are we teaching about puberty for girls?	It is believed that girls should be taught about menstruation and bodily changes before they go through them. This is so they feel prepared physically and emotionally for the changes that they will experience. We know that some females will go through puberty earlier than others, just like we know some will go through it later in their teens. However, we, like many, believe the importance of preparing them in advance. This is why we want them to learn about puberty for girls in year 4 but to continue this in year 5, if girls go through puberty in that year or soon after. In the	 <p>Sperm can be released through the penis</p> <p>The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing</p>

lesson, we talk about what makes us sometimes feel embarrassed and what we can do to try to cope with any embarrassment. We explain that sometimes we get embarrassed as we grow up because our bodies start to change but this is something we will all eventually go through and it is normal.

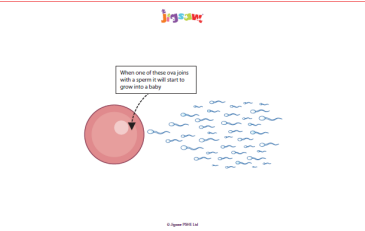
We discuss how females and males go through puberty because it means their bodies are developing so that one day, they might be able to create a baby. We briefly explain where the sperm is stored and where the ovaries are stored and how this is linked to puberty. We then show diagrams of how the sperm will fertilise the egg, which will create a baby. We talk about this because it explains why everyone goes through puberty.

We talk about how one change in females is called menstruation - some children aren't aware that this means the same as having your period so we make this clear. We explain that when a female reaches puberty, the eggs in her ovaries (which have been there since she was born) start to mature. Then, once a month, these eggs that are stored in the ovaries are released and go through the fallopian tube into the womb/uterus. If the egg is fertilised, it settles into the lining of the womb/uterus and develops into a baby. If it isn't, the lining of the womb/uterus sheds and spare blood is passed, which is when she has her period. This is normal for females and the amount of blood that is released varies for different people. As females bleed, they need something to absorb the blood, which is why they use sanitary towels, which stick onto the inside of the underwear, or tampons, which are inserted into the vagina. It is important that these are changed regularly. We show the children tampons with and without the applicators and sanitary towels with and without the wings so that they understand that sanitary products can often look different. We explain how they are used so that they feel equipped if and when they need to use them.

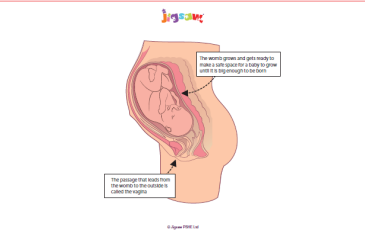


The ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month.

Vagina



When one of these one pairs with a sperm cell start to grow into a baby.

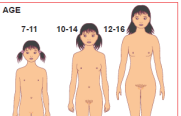


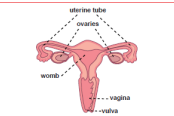
The womb grows and gets ready to make a safe place for a baby to grow until it is big enough to be born.

The passage that leads from the uterus to the vagina is called the vagina.

AGE

7-11 10-14 12-16



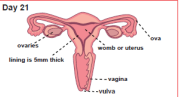


uterine tube
ovaries
womb
vagina

A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.

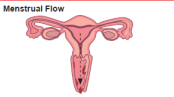
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

Day 21



ovaries
lining is then thick
womb or uterus
vagina
vagina


Menstrual Flow




However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.

If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.

Towel - 20cm long

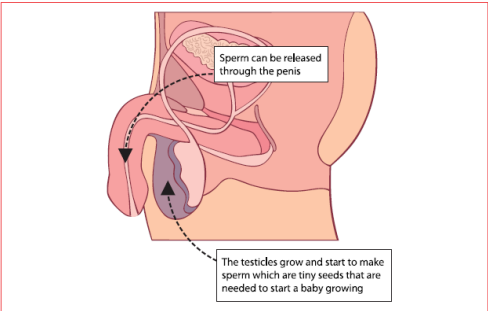


Tampon 6cm long



Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.

The amount of blood leaving the body varies from person to person but on average it's about two tablespoons or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

5	Changing Me - Puberty in Boys	Su2	What are we teaching about puberty for boys?	<p>Continuing on from the previous lesson about puberty in girls, we explain the changes that boys' bodies go through to prepare them to one day be able to have children, if they choose. We discuss how there are many similarities and differences between puberty in males and females and between different males too. We use diagrams to explain how when a male reaches puberty, his testicles start to make more of a hormone called testosterone, which is responsible for the physical and emotional changes males go through in puberty. Around this time, the male's testicles will start to get bigger, they might develop facial hair or hair in other places around the body, the shape of their body might change, their voice might get deeper but it is different for every male. We explain how in the testes, there are many tubes, which create sperm, which swims in a liquid called semen and carries genes. It may one day fertilise a female's eggs to create a baby. We explain how when a male becomes excited, blood rushes to his penis and it becomes erect and that this is normal. We need males to understand that it happens and they shouldn't be embarrassed by it. Sometimes, it might happen when they least expect it, for example when they're asleep, some semen might come out and this is normal. We use vocabulary such as sperm, semen, testicles, testes, erection, ejaculation, wet dream and larynx. We need to explain all of these things to the males we teach because we need them to know that these are normal bodily changes, just as we speak to females about menstruation. We then discuss any concerns the males or females in the class have around puberty.</p>	 <p>The diagram illustrates the male reproductive system. A dashed arrow points from the testicles up to the penis, indicating the path of sperm. A text box at the top right says 'Sperm can be released through the penis'. Another text box at the bottom right says 'The testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing'.</p>
5	Changing Me – Conception This has been moved to Y6 Summer 2.	Su2	What are we teaching the children about conception?		

Year	Unit	Term	Potential Question	What We're Teaching	Resources
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6	Celebrating Difference - Understanding difference	A2	Which differences are we teaching the children?	This lesson teaches the children about accepting people for who they are. The lesson looks at people's perceptions towards gender and someone's choice to change their gender when they become an adult and the impact people's responses had on their life. We teach children how all people should be treated equally and with respect, as our school's teachings are rooted in kindness and love.	
6	Healthy Me - Taking personal responsibility	Sp2	What are some things we teach children about taking personal responsibility for their health?	In addition to speaking to the children about what they do to look after themselves e.g. making a packed lunch, having a shower, exercising, we also talk to the children about immunisations and vaccines. We explain how vaccinations help our immune systems and that many, but not all, people choose to have their babies vaccinated. However, some people choose not to because of their beliefs or fearing there will be side-effects. We explain how many people, not just babies, need vaccinations when they go abroad or for other reasons. We link this lesson to the development of COVID-19 vaccines.	
6	Healthy Me - How substances affect the body	Sp2	Which substances do we teach the children about?	Like in previous years, we teach the children about a variety of drugs, both in terms of ones that help you and others that have negative consequences. We speak to them about unrestricted drugs e.g. caffeine; restricted ones e.g. tobacco or alcohol; prescribes drugs like insulin, steroids, asthma medication, anti-allergy medicines; and illegal drugs like cannabis. We speak to them about the effects that different drugs have on different people, particularly with illegal drugs and how they can often contain dangerous chemicals that people are unaware of. This in turn can impact vital organs. We talk to the children about how even legal or prescription drugs can also affect the body e.g. how caffeine can increase the heart rate, and should therefore be used in moderation/ following the prescription dosage. We finally discuss why people might choose to buy or sell drugs and how drug misuse can lead to addiction.	
6	Healthy Me - Exploitation, including 'county lines' and gang culture	Sp2	What do we teach the children about exploitation?	Note: where possible, we aim to supplement this lesson with a session with the police or Young Hackney, particularly around exploitation and gangs. We discuss with children what a gang is and reasons why people might become involved in a gang. We discuss how some gangs operate and why they often exploit or target certain people, particularly more vulnerable people. A big part of the lesson is having the children look at	

			different scenario cards and thinking why the people in them, who are from all different backgrounds, might become involved in a gang.	
6	Healthy Me - Emotional and mental health	Sp2	<p>What are we teaching the children about mental health?</p> <p>Straight away, we explain to the children that everyone has mental health, just like they have physical health. Just as we try to keep our bodies healthy, we need to do the same for our minds. This is why we sometimes use the word well-being rather than health. We think about how many people we know who have a physical illness, or who may sometimes become physically ill, and explain that this happens with mental illness too. We discuss how when we feel low, sad, angry or worried, it can often take a toll on our mental well-being so we discuss strategies of what we can do if we start to feel like this, just as we would do with our physical well-being. We share strategies that might help ourselves and others e.g. being with people who make us happy, exercising, drinking water, listening to music, being on our own for a little bit, reading etc. We also talk about the importance of speaking to a trusted adult if we ever feel overwhelmed by our emotions.</p>	
6	Healthy Me - Managing stress	Sp2	<p>Why do our children need to know about managing stress?</p> <p>The idea of going into secondary school or completing exams can often make some children feel quite stressed so we look at ways that they can calm themselves, using techniques similar to those we discuss in the previous lesson about well-being. As this unit also teaches the children about substance misuse, we speak to the children about how some people might misuse substances if they feel stressed or under a lot of pressure and the effects that this can have on those people and the people around them. We end focusing on the strategies we could use if we feel stressed.</p>	
6	Relationships - Mental health	Su1	<p>What are we teaching the children about mental health?</p> <p>We speak to the children in the previous unit about looking after their emotional and mental health and this lesson builds upon that, looking at stigma that is often attached to the term 'mental health'. We discuss how just like with our physical health, we aim for there to be a balance - in terms of challenges and ways to get support - for our mental health too and that it is normal if we aren't always 'balanced' because we will always face challenges that might make us feel certain extremes. We discuss how some people with mental health problems feel they need to hide them; how sometimes, people who have them are treated unfairly; and how we can't always</p>	

			see if someone has mental health problems. We signpost people the children can talk to if they need to, particularly their trusted adult if they need support.		
6	Relationships - Identifying mental health worries and sources of support	Su1	What are we teaching the children about mental health?	Building upon the previous lesson, here, we discuss where to seek support if we feel we need it. We continue to talk about how challenges are a part of life and how everyone at some point might struggle so we all need to be able to spot when we might need support by thinking about how we're feeling and having regular 'check ins' with ourselves. We discuss how sometimes stress and anxiety can be too much for some people, which is when they might misuse things or try to hurt themselves but we stress the importance of noticing if someone might not be themselves or if we don't feel quite right so that we can get support if we need it.	
6	Relationships - Technology safety	Su1	Which online harms are we teaching the children about?	Throughout the year, children regularly have online safety lessons, looking at the risks and rewards of being online. In this lesson, we get the children to think about how many new websites are created every hour (34,260), highlighting how the internet is ever expanding and how some of them may not be what they seem or may not be as safe as they look. We have them think about how they would judge if something were true or not and point them to the SMART rules, which look at not sharing private information, never meeting up with people they don't know, only accepting messages and emails from people they know, deciding which websites are reliable, rights and responsibilities online and talking to a trusted adult if ever something doesn't feel right. The children go through different scenarios and discuss advice that they would give to the people in them around their online safety.	
6	Relationships - Using technology responsibly	Su1	Which online harms are we teaching the children about?	Building upon the previous lesson, we continue to talk to children about the risks of being online e.g. cyberbullying and online abuse through people trying to gain power over others via the internet. We speak to them about scenarios and strategies that will help the children if they ever need it. We also go back to telling a trusted adult if ever they feel uncomfortable.	

6 Changing Me - Puberty and Feelings

This is a recap of the Y5 'Puberty for girls' and 'Puberty for boys' lessons - the same resources will be used, in addition to some Y6 myth busting cards.

Su2

What are we teaching the children about puberty?

Teachers will use the Y5 lesson to teach this, alongside some of the Y6 myth busting puberty cards.

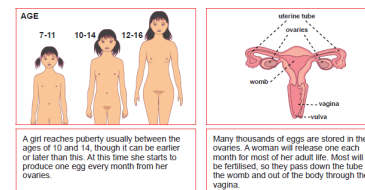
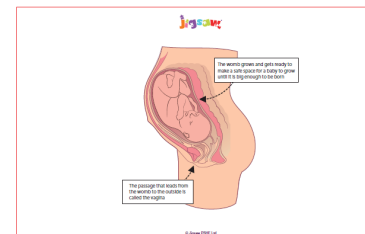
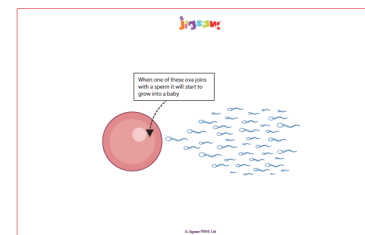
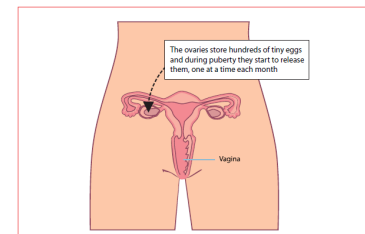
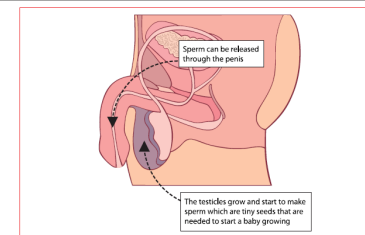
Y5 Puberty for Girls

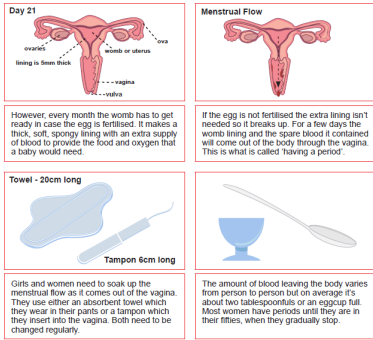
In the lesson, we talk about what makes us sometimes feel embarrassed and what we can do to try to cope with any embarrassment. We explain that sometimes we get embarrassed as we grow up because our bodies start to change but this is something we will all eventually go through and it is normal.

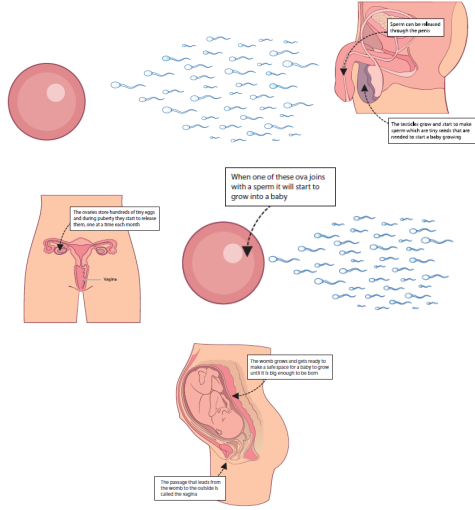
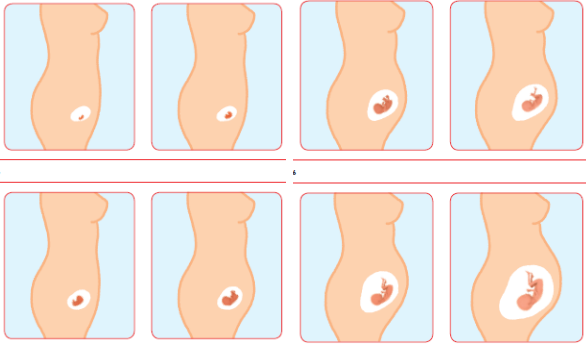
We discuss how females and males go through puberty because it means their bodies are developing so that one day, they might be able to create a baby. We briefly explain where the sperm is stored and where the ovaries are stored and how this is linked to puberty. We then show diagrams of how the sperm will fertilise the egg, which will create a baby. We talk about this because it explains why everyone goes through puberty.

We talk about how one change in females is called menstruation - some children aren't aware that this means the same as having your period so we make this clear. We explain that when a female reaches puberty, the eggs in her ovaries (which have been there since she was born) start to mature. Then, once a month, these eggs that are stored in the ovaries are released and go through the fallopian tube into the womb/uterus. If the egg is fertilised, it settles into the lining of the womb/uterus and develops into a baby. If it isn't, the lining of the womb/uterus sheds and spare blood is passed, which is when she has her period. This is normal for females and the amount of blood that is released varies for different people. As females bleed, they need something to absorb the blood, which is why they use sanitary towels, which stick onto the inside of the underwear, or tampons, which are inserted into the vagina. It is important that these are changed regularly.

We show the children tampons with and without the applicators and sanitary towels with and without the wings so that they understand that sanitary products can often look



			<p>different. We explain how they are used so that they feel equipped if and when they need to use them.</p> <p>Y5 Puberty for Boys</p> <p>Continuing on from the previous lesson about puberty in girls, we explain the changes that boys' bodies go through to prepare them to one day be able to have children, if they choose. We discuss how there are many similarities and differences between puberty in males and females and between different males too.</p> <p>We use diagrams to explain how when a male reaches puberty, his testicles start to make more of a hormone called testosterone, which is responsible for the physical and emotional changes males go through in puberty. Around this time, the male's testicles will start to get bigger, they might develop facial hair or hair in other places around the body, the shape of their body might change, their voice might get deeper but it is different for every male.</p> <p>We explain how in the testes, there are many tubes, which create sperm, which swims in a liquid called semen and carries genes. It may one day fertilise a female's eggs to create a baby. We explain how when a male becomes excited, blood rushes to his penis and it becomes erect and that this is normal. We need males to understand that it happens and they shouldn't be embarrassed by it. Sometimes, it might happen when they least expect it, for example when they're asleep, some semen might come out and this is normal. We use vocabulary such as sperm, semen, testicles, testes, erection, ejaculation, wet dream and larynx.</p> <p>We need to explain all of these things to the males we teach because we need them to know that these are normal bodily changes, just as we speak to females about menstruation.</p> <p>We then discuss any concerns the males or females in the class have around puberty.</p>	
Changing Me - Conception to	Su2	What do we teach the children	<p>Parents have a right to withdraw from this lesson because it is sex education.</p>	Y4 resources:

<p>birth</p> <p>This is a combination of the Y4 'Having a baby', the Y5 'Conception (including IVF) and the Y6 'Conception to birth' lessons.</p>	<p>about conception?</p>	<p>Following on from the previous lesson where the children learnt about boyfriends and girlfriends, we start to discuss that some relationships lead to physical attraction. We explain that sometimes this leads to sexual intercourse but this should only happen when people are ready and don't feel pressured. We talk about how you should trust, respect and care about your partner and they should have the same feelings towards you.</p> <p>We explain how when people want to have a baby, one way to do this is to have sexual intercourse, which is when the sperm that is stored in the testes and moves in sperm fertilises the egg that is released from a female's ovaries. We link back to previous lessons that the children have had about changes in puberty that allow for this to happen. We explain how sometimes people cannot have babies in this way and how they might look at other avenues, for example adoption, IVF, surrogacy, egg donation or sperm donation. We explain that sometimes people choose not to have children. We briefly explain how some people will have sexual intercourse who do not choose to have children and how they use contraception to prevent them from getting pregnant. We explain that this is a barrier to pregnancy but don't talk about different types of contraception. We show some true or false cards to get the children thinking about conception and pregnancy.</p> <p>We explain that if a woman is pregnant, around 9 months later, she will go into labour and a midwife will help her give birth. The pregnant woman will have contractions and these will help her to give birth. We also share true or false cards about what a baby can do in the womb and have children recap their understanding of what has been taught.</p> <p>We discuss how the age for consent is 16 years old but that this doesn't mean that they have to have sexual intercourse at this time.</p>	<div><p>The diagram illustrates the process of conception and pregnancy. It shows a cross-section of the male reproductive system with sperm being released from the testes. A cross-section of the female reproductive system shows an egg being released from the ovary. Sperm and egg are shown meeting in the fallopian tube. A fertilised egg is shown moving towards the uterus. A pregnant woman is shown with a fetus in the uterus. Labels include: 'Sperm can be released through the penis', 'The testes store sperm and start to make more when the sperm count is low', 'When one of these ova joins with a sperm it will start to grow into a baby', 'The ovaries store hundreds of tiny eggs and release one each month', 'The sperm goes and gets ready to make a new baby for a lady to grow and it's big enough to be born', and 'The passage that leads from the uterus to the vagina is called the vagina'.</p></div> <p>Y5 resources:</p> <div></div> <table><tr><td>If a couple makes love, it doesn't necessarily mean they will have a baby.</td><td>True</td><td>If people want to make love but not start a baby they can use various forms of contraception to stop the sperm and the egg meeting. Also, there are many days each month when there is no egg in the fallopian tube for the sperm to fertilise, and even when fertilised the egg might not successfully implant itself in the womb.</td></tr><tr><td>Fertilisation happens when the sperm meet the egg in the vagina.</td><td>False</td><td>Fertilisation normally happens in the fallopian tube, which carries the egg from the ovary towards the womb. If the egg is not fertilised when it reaches the womb it dies and passes out through the vagina, along with the extra womb lining that is not needed.</td></tr><tr><td>One of the first signs to tell a woman she is pregnant is that her periods stop.</td><td>True</td><td>The extra womb lining needs to stay in place as the embryo (the tiny growing baby) is implanted in it, so a woman does not have periods when she is pregnant. She may notice other changes, like starting to feel a bit sick at certain times of day. A doctor can test her urine to show whether she is pregnant, or she can buy a kit to do this for herself at home.</td></tr><tr><td>If two sperm fertilise one egg, it will form identical twins.</td><td>False</td><td>Only one sperm can fertilise an egg, then the egg splits itself to keep other sperm out. Identical twins are formed when one fertilised egg splits into two completely separate cells and each one grows into a baby - they are identical because they come from the same sperm and the same egg. If there are two eggs and each is fertilised by a different sperm they will form non-identical twins.</td></tr><tr><td>The baby is attached in the womb by a cord through which it gets oxygen and food from the mother.</td><td>True</td><td>A baby in the womb can't eat or breathe in the way we do, so the umbilical cord lets it collect the oxygen and nutrients that it needs from the mother's blood - so she is eating and breathing for the baby as well. Your belly button is where the cord was attached to you when you were in your mother's womb.</td></tr><tr><td>A woman can't have a baby unless she has sexual intercourse with a man.</td><td>False</td><td>If there are medical reasons that prevent a couple from having a baby in the usual way, there are things that doctors nowadays can do to help. Sperm can be artificially placed in the woman's vagina, or an egg can be taken and fertilised with sperm outside the body and then implanted in the womb. This is called IVF.</td></tr></table>	If a couple makes love, it doesn't necessarily mean they will have a baby.	True	If people want to make love but not start a baby they can use various forms of contraception to stop the sperm and the egg meeting. Also, there are many days each month when there is no egg in the fallopian tube for the sperm to fertilise, and even when fertilised the egg might not successfully implant itself in the womb.	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<p>Changing Me - Physical attraction (boyfriends/ girlfriends)/ Respect and consent/ Sexting</p> <p>This is a combination of the Y4 'Girlfriends and boyfriends' and the Y6 'Physical attraction (boyfriends/girlfriends)/ Respect and consent/ Sexting' lessons.</p>	Su2	<p>What do we teach the children about boyfriends and girlfriends? What do we teach them about sexting?</p>	<p>First, we start by discussing the difference between having boy and girl friends and having boyfriends and girlfriends. We explain how sometimes boys and girls will start 'going out' with someone but that this can be at any age and only when the person is ready. We discuss certain pressures that people may feel to have a boyfriend or girlfriend and that this pressure of being in a romantic relationship can have positive and negative consequences. We discuss where these pressures may come from - TV, peers, social media etc. - and what we can do to not give into those pressures if we don't feel ready and comfortable. We then go onto using scenarios about how people might 'date' but how that doesn't mean that they should feel under pressure to be romantic.</p> <p>We speak to the children about how pressure can come in many forms, from saying someone is your boyfriend or girlfriend to being asked to send photos in your underwear. We talk to the children about what sexting is, as well as the laws around creating/ sending images of people under 16, even if you take the photo of yourself. We discuss how once a photo is taken, even if you delete it, it can still be retrieved. We need children to understand the impact of sexting and empower them to say no if they don't want to do something or know something is wrong. All of this is to make sure our children are safe and know who to go to if they ever feel under pressure.</p>	
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