

THE CAMBRIDGE PRIMARY SCHOOL

‘Inspiring Minds Together’

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) AND RELATIONSHIP SEX and HEALTH EDUCATION (RSE) POLICY

2023



Date of LAC Approval:	July 2023
Date of Next Review:	July 2024

This policy was produced in consultation with our staff, board of governors, pupils and parents. Parents had a consultation window from Monday 25th January until 8th March 2021. During this time, we received one email of support and one asking for more clarification on the content (detailed in the appendix).

Following the consultation window, the policy was communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils. As we open up KS2, we will carry out a detailed review of the content, terminology and specifics in the upper KS2 RSE curriculum.

The policy should be read in conjunction with other relevant policies including: Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Anti-bullying Policy, Equality Policy, EYFS Policy, Curriculum Policy and our school curriculum overview.

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The Cambridge Primary School

PSHE and RSE Policy

At The Cambridge Primary School, we teach Personal, Social, Health and Economic Education (PSHE) as a whole-school approach and include the statutory Relationships and Sex Education (RSE) within this. We aim to deliver a PSHE curriculum that enables the children to revisit and develop knowledge, understanding, attitudes, values and skills they need in order to understand and respect who they are, to empower them with a voice and to equip them for life and learning as individuals and within the community. This provides enhanced opportunities for the children to develop and apply our unique Learning Characteristics of being brave, innovative, collaborative and taking ownership. As a school, we understand and value the link between personal development learning and whole school ethos regarding promoting good physical and mental health. PSHE and RSE should contribute to this and promote the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

In our school, we choose to deliver PSHE including RSE using the objectives from Jigsaw, the mindful approach to PSHE, and tailor it to our children's needs. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. It ensures we meet, and stay up to date, with the statutory Relationships and Health Education requirements whilst using the most up to date teaching materials.

INTENT

Through PSHE at The Cambridge Primary School, we intend to encourage the children to develop our school values:

- Respect
 - for self – including recognising their own worth
 - for others - understanding and respecting our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning
 - for their environment – including their role in protecting the world they live in
- Responsibility
 - for their own actions and decisions, their family, friends, school and wider community
 - for their own learning
- Happiness
 - understanding the importance of positive relationships and physical health for mental wellbeing
- Honesty
 - reflecting honestly on their experiences and understanding how they are developing personally and socially
 - tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- Excellence
 - understanding the importance of trying our hardest at everything we do
- Teamwork
 - working well with others and developing skills to form and maintain positive relationships

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At The Cambridge Primary School we intend to develop the children's knowledge so they:

- know what is meant by and how to maintain a healthy lifestyle (mentally, emotionally and physically)
- develop confidence in talking, listening and thinking about feelings and relationships
- know how to keep physically and emotionally safe, including by managing risks
- make informed choices and identify different influences on health and wellbeing
- understand the importance of stable and loving relationships for family life as well as respect and care
- know how to develop and maintain a variety of healthy relationships (including the importance of the family network)
- develop language to help describe feelings, to help recognise and manage emotions in a range of relationships
- know how to recognise and respond to risky or negative relationships
- respect equality and diversity (including in relationships)
- develop an awareness of online relationships, how to assess risks online and stay safe
- build confidence, respect and self-esteem to value themselves and others
- understand the importance of responsible behaviours and actions
- know the rights and responsibilities as members of families and groups and citizens
- understand the importance of respecting and protecting the environment
- develop an understanding of the role the media plays in forming attitudes
- develop their understanding of how safe routines can reduce the spread of viruses
- understand the importance of personal and respiratory hygiene
- learn about and manage change, including puberty, transition and loss
- learn about how our bodies work (including names of body parts) and how they change
- know about where money comes from, how to keep it safe and manage it effectively
- know the part money plays in people's lives
- have a basic understanding of enterprise

IMPLEMENTATION

At the Cambridge Primary School we will implement:

- Discrete weekly PSHE lessons to teach the PSHE knowledge and skills in a developmental and age-appropriate way. There will be hourly lessons across Key Stage 1 and 2. In Reception, the children take part in weekly structured PSED (Personal, Social and Emotional Development) lessons lasting 20 minutes however, PSED is embedded throughout the Early Years Framework. The aspects of PSED are Self-Regulation, Managing Self and Building Relationships.
- A spiral PSHE and RSE curriculum that promotes the learning to deepen and broaden every year. This is delivered through six learning themes that cover all the areas of PSHE for the primary phase including the statutory Relationships and Health Education (see the table below).
- Class teachers delivering the weekly lessons to their own classes so the learning objectives are explored within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.
- A programme set within a moral framework and matched to the pupils' level of maturity.

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- Links across the entire curriculum to enhance and enrich all learning opportunities and embed the objectives of the PSHE and RSE programme of study.
- Explicit links to the Computing curriculum, PE, RE and Science, which will complement their aims and enhance learning (see below-Links across the curriculum).
- The sharing of rich texts within the curriculum and daily story time that illustrate, reinforce and enhance the key PSHE and RSE learning.
- Fast feedback and celebrating ‘marvellous mistakes’ across the curriculum to enhance the development of resilience and self-esteem.
- Whole staff awareness, so all staff understand the development of self-esteem and relationships does not just take place during PSHE and RSE lessons but through all aspects of school life including the playground. Staff understand they have a responsibility to implement this policy by promoting and modelling the values of the school at any time they interact with children and each other.
- Opportunities to ‘live’ what is learnt and apply it to everyday situations, for example, assemblies, themed days and weeks, play and lunch time, through relationships child to child, adult to child and adult to adult across the school and the community.

Table showing the themes from Jigsaw that are covered during each year throughout the primary phase

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

What is the definition of RSE?

RSE is: “...learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”. (Brook, SEF, PSHE Association, 2014: 3)

How is RSE taught?

RSE teaching is carried out through our PSHE and science curriculum (see **Links across the curriculum** below).

For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education	Health Education
Families and people who care for me Caring Friendships Respectful Relationships Online Relationships Being safe Drugs, alcohol and tobacco	Mental wellbeing Internet safety and harms Physical health and fitness Healthy Eating Health and prevention Basic first aid Changing adolescent body

Why is this RSHE curriculum needed?

There are four main aims for teaching RSE within the context of Primary School PSHE:

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”. This is one of the many reasons why the Department for Education is making Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

What will my child actually be taught about puberty and human reproduction?

Jigsaw’s ‘Changing Me’ unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years’ learning. Please note: at no point will a child be taught something that is inappropriate. See appendix for content.

All lessons are taught using correct terminology, child-friendly language and diagrams. Acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will be used at all times for teaching.

Teachers will reply to, and answer, children’s questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths’ views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of RSE, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents’ wishes before

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questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

To give advice or explanations in some areas relating to sexuality or substances may involve child protection issues or could be seen as a breach of the law. Teachers must exercise discretion in these situations and should refer to the DSL or DDSL if they are concerned for further advice and clarification.

If a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Links across the curriculum

PSHE and RSE is also taught through different aspects of the curriculum.

Links to Computing (PSHE)

In all year groups the children learn the importance of online safety including:

- How to keep themselves safe
- How to use technology respectfully
- How to find help and support when they have concerns

Links to PE (PSHE)

Through the PE curriculum, in all year groups children learn:

- To become physically confident in a way which supports their health and fitness with the aim they lead healthy and active lives
- To compete in sport and other activities that build character and help to embed values such as fairness and respect

Links to RE (PSHE)

The RE curriculum, in all year groups:

- provokes challenging questions
- encourages pupils to explore their own beliefs
- enables pupils to build their sense of identity and belonging
- teaches pupils to develop respect for others
- encourages pupils to consider their responsibilities

Links to Science (RSE)

In Reception children learn:

- About life cycles through Understanding the World opportunities and activities.
- To develop the skills to form relationships and think about relationships with others through on-going Personal, Social and Emotional Development.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults

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- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle

What is the role of parents?

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Inform parents about the school's RSE policy and practice
- Inform parents (by letter) about forthcoming RSE lessons in all relevant year groups detailing lesson content and vocabulary
- Provide, upon request, details of lessons and invite parents to view any materials before forthcoming RSE lessons in all relevant year groups
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Give parents the right to withdraw their child from those aspects of SRE, not included in the Science Curriculum under the 1993 Education Act
- Provide alternative work, linked with the PSHE programme, if parents/carers do request their child be removed from lessons. The child will be invited to join another class for that session and a register of any such pupils will be kept and distributed to all teachers involved

What is the role of the Headteacher?

It is the responsibility of the Headteacher to ensure:

- Parents and staff are informed about our PSHE and RSE policy
- The policy is implemented effectively
- Members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- This policy is monitored on a regular basis and reports are supplied to governors on its effectiveness.

What is the role of the School and other members of the community?

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Headteacher.

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How will teachers deal with confidentiality?

Teachers conduct RSE lessons in a sensitive manner. However, if a child refers to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the DSL or DDSL in line with safeguarding procedures.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

How do we ensure equality?

We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice. Our Relationships Education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to a Relationships Education that is relevant to every pupil and makes them feel valued and included. This means we are committed to an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding. We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education. An inclusive Relationships Education at The Cambridge will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

What is the complaints procedure?

Any complaints about the PSHE or RSE programme should be made through the school's complaints procedure and in the first instance be directed to the Headteacher.

IMPACT

At the Cambridge Primary School, we monitor the impact of this policy through:

- Regular review by the SLT in conjunction with the subject lead and Governors. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated
- Weekly Safeguarding Meetings, reviewing record keeping, procedures and incidents
- Pupil conferencing and surveys, ensuring pupils feel comfortable and confident when discussing all aspects of PSHE and RSE
- Quality Assurance of the planning, teaching and learning of PSHE and RSE
- Parent surveys, ensuring parents feel confident that PSHE and RSE is taught appropriately in a safe and respectful environment

The Local Advisory Committee (governors) monitors the RSE policy on an annual basis. The Advisory Committee (governors) gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors scrutinise materials to check they are in accordance with the school's ethos.

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Our PSHE policy is informed by existing DfE guidance:

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

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Appendix

Summer 2: Changing Me Units (content)

Reception Age 4-5

Lesson	PSHE Learning
1. My Body	I can name parts of the body - children use their own language I know some parts of my body are private
2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
3. Growing Up	I understand that we all grow from babies to adults – ordering pictures on a timeline
4. Fun and Fears Part I	I can express how I feel about moving to Year 1
5. Fun and Fears Part II	I can talk about my worries and the things I am looking forward to about being in Year 1
6. Celebration	I can share my memories of the best bits of this year in Reception

Year 1 Age 5-6

Lesson	PSHE Learning	Social and emotional development learning
1. Life Cycles	To know that animals including humans have a life cycle. <i>Baby, toddler, child, teenager, adult, elderly changes, life cycles, baby, adult and adulthood.</i>	I understand that changes happen as we grow and that is OK
2. Changing Me	To know changes happen as we grow up. <i>Baby, toddler, child, teenager, adult, elderly grown-up, mature, male and female.</i>	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My Changing Body	To know that people grow up at different rates and that is normal. <i>Baby, toddler, child, teenager, adult, elderly grown-up, mature, male and female.</i>	I understand that growing up is natural and that everybody grows at different rates
4. Boys' and Girls' Bodies	To name parts of the body that make boys different from girls.	I respect my body and understand which parts are private

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5. Learning and Growing	To know that learning brings about change. <i>Baby, toddler, child, teenager, adult, elderly grown-up, mature, male and female.</i>	I enjoy learning new things
6. Coping with Changes	To know that changes happen in life. <i>Scared, worries, trust, feelings, change and cope.</i>	I know some ways to cope with changes

Year 2 Age 6-7		
Lesson	PSHE Learning	Social and emotional development learning
1. Life Cycles in Nature	To know that life cycles exist in nature. <i>Life cycle, baby, adult, fully-grown, growing up, old, young and teenager.</i>	I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from Young to Old	To know that ageing is a natural process and that some changes are out of an individual's control. <i>Respect, love, elderly, aged, control, changes and grow.</i>	I can identify people I respect who are older than me
3. The Changing Me	To know how my body has changed from when I was a baby and how it continues to change, as I grow older. <i>Appearance and physical.</i>	I feel proud about becoming more independent
4. Boys' and Girls' Bodies (Taught as a whole class)	Know the physical differences between male and female bodies and use the correct name for parts of the body that are private. <i>Vagina, penis, testicles and private.</i>	I can tell you what I like/don't like about being a boy/girl
5. Assertiveness	To give preferences as to what they like and don't like about being a girl or boy. Understand that there are things they like and dislike and express their likes and dislikes confidently.	I am confident to say what I like and don't like and can ask for help

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	<i>Like, dislike, acceptable, unacceptable, comfortable and uncomfortable.</i>	
6. Looking Ahead	To identify what I am looking forward to when I move to my next class. <i>Looking forward, excited, nervous, anxious and happy.</i>	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Year 3 Age 7-8		
Lesson	PSHE Learning	Social and emotional development learning
1. How Babies Grow	To know that in animals and humans many changes happen between conception and growing up from egg to baby. <i>Animal, human, baby, child, egg, adult, fully-grown and changes.</i>	I can express how I feel when I see babies or baby animals
2. Babies	To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops. To know that babies need love and care from their parents/carers To express how they feel about babies. To describe the emotions that a new baby can bring to a family. <i>Food, love, care, shelter, water, milk, family, baby, grow, uterus, womb, nutrients, survive, love, affection and care.</i>	I can express how I might feel if I had a new baby in my family
3. Body Changes	Know the physical differences between male and female bodies and use the correct name for parts of the body that are private. <i>Vagina, testicles and penis.</i>	I can express and recognise how I feel about changes happening to me and know how to cope with those feelings
4. Family	To understand that boys' and girls' bodies change during the growing up process. To suggest ways to help manage feelings during changes they are more anxious about.	I can explain why my family are special to me

	<i>Puberty, control, male, female excited, nervous, anxious and happy.</i>	
5. Family Stereotypes	To identify what a family is and what it means to me. To explain why my family are special to me. <i>Brother, family, roles, mother, father and siblings.</i>	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6. Looking Ahead	To start to recognise stereotypical ideas I might have about parenting and family roles. <i>Stereotypes, task and roles.</i>	I can start to think about changes I will make next year and know how to go about this

Year 4 Age 8-9

Lesson	PSHE Learning	Social and emotional development learning
1. Unique Me	To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from part of them <i>Personal, unique, characteristics and parents.</i>	I appreciate that I am a truly unique human being
2. Self and Body Image	To be aware of my own self-image and how my body image fits into that. <i>Self, self-image, body image, self-esteem, perception, characteristics, aspects and affirmation</i>	I know how to develop my own self esteem
3. Real Self and Ideal Self	To be aware of the importance of a positive self-esteem and what I can do to develop it <i>Self-esteem, negative body-talk, choice, feelings/emotions, challenge and mental health</i>	I can express how I feel about my self-image
4. Circles of Change	To know how the circle of change works and can apply it to changes I want to make in my life <i>Circle, seasons, change and control</i>	I am confident enough to try to make changes when I think they will benefit me

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5. Accepting Change	To identify changes that have been and may continue to be outside of my control that I learnt to accept. <i>Range of emotions, control, change and acceptance</i>	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6. Looking Ahead	To identify what I am looking forward to when I move to a new Class, change, looking forward, excited, nervous, anxious and happy	I can reflect on the changes I would like to make next year and can describe how to go about this

Year 5 Age 9-10		
Lesson	PSHE Learning	Social and emotional development learning
1. Self and Body Image	To be aware of my own self-image and how my body image fits into that. <i>Self, self-image, body image, self-esteem, perception, characteristics, aspects and affirmation</i>	I know how to develop my own self esteem
2. Real Self and Ideal Self	To be aware of the importance of a positive self-esteem and what I can do to develop it <i>Self-esteem, negative body-talk, choice, feelings/emotions, challenge and mental health</i>	I can express how I feel about my self-image and know how to challenge negative 'body-talk
3. Circles of Change and Accepting Change	To know how the circle of change works and can apply it to changes I want to make in my life. <i>Circle, seasons, change and control</i> To identify changes that have been and may continue to be outside of my control that I learnt to accept. <i>Range of emotions, control, change and acceptance</i>	I am confident enough to try to make changes when I think they will benefit me I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
4. Puberty	To identify how boys' and girls' bodies change during this growing up process To describe how a girl's body changes in order for her to be able	I have strategies to help me cope with the physical and emotional changes I will experience during puberty

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(Girls and boys taught separately)	to have babies when she is an adult, and that menstruation (having periods) is a natural part of this <i>Puberty, menstruation and periods</i>	
5. Looking Ahead I	To identify what I am looking forward to about growing up and understand this brings growing responsibilities To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6. Looking Ahead II	To identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.

Year 6 Age 10-11

Lesson	PSHE Learning	Social and emotional development learning
1. My Self Image	To be aware of my own self-image and how my body image fits into that. <i>Self, self-image, body image, self-esteem, perception, characteristics, aspects and affirmation</i> To be aware of the importance of a positive self-esteem and what I can do to develop it. <i>Self-esteem, negative body-talk, choice, feelings/emotions, challenge and mental health</i>	I know how to develop my own self esteem I can express how I feel about my self-image and know how to challenge negative 'body-talk
2. Puberty (Girls and boys taught in separate groups)	To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.	I can express how I feel about the changes that will happen to me during puberty

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	<p><i>Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ ovaries, vagina, oestrogen, vulva and womb/uterus</i></p> <p><i>Puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt and hormones</i></p>	
3. Babies: Conception	<p>To understand how babies are usually made.</p> <p>To understand that sometimes people need IVF to help them have a baby.</p> <p>To understand that sometimes people are not able to have babies</p> <p><i>Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception and Fertility treatment (IVF)</i></p>	<p>I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p>I can recognise there are different ways to be a parent (e.g. adoption)</p>
4. Babies: Conception to Birth	<p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p><i>Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix and midwife</i></p>	<p>I can recognise how I feel when I reflect on the development and birth of a baby</p>
5. Boyfriends and Girlfriends	<p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend (age of consent)</p> <p><i>Attraction, relationship, pressure, love and sexting</i></p>	<p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>
6. The Year Ahead	<p>Can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p><i>Milestone, perceptions, responsibilities, change, hope, manage, cope, opportunities, emotions, fear, excitement and anxious</i></p>	<p>I know how to prepare myself emotionally for the changes next year.</p>

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