



**Relationships Education,
Relationships and Sex Education
and Health Education
(RSHE) Policy**



Meltham Moor Primary School

Written/updated by	PSHE Ed. Co-ordinator	Date March 2021
Approved by	Head Teacher	Date March 2021
Approved by	Governing body	Date March 2021
Next review date due by	PSHE Ed. Co-ordinator	Date May 2022



The policy is informed by **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE,2019)**

The rationale for a Meltham Moor Primary School RSHE policy

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11). There is no requirement to include health education.
- The policy is underpinned by the values and principles outlined in the Meltham Moor Primary School Charter for RSHE (Appendix 1).
- The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised, and delivered. It also outlines the content for sex education which Meltham Moor School chooses to teach.
- This policy will be known as the Meltham Moor RSHE policy. This RSHE (*Relationships education, relationships and sex education and health education*) Policy incorporates the school's RSE (*Relationships and sex education*) PSHE ed. (*Personal, social, health and economic education*) and PD (*Personal Development*) policies. These four areas are collectively known as PSHE ed. in the school curriculum.



Contents Page

Content	Page Number
What is required? DfE checklist	4
Legislation and statutory guidance	4
Definitions	5
Policy development	5
Statement of intent	7
Roles and responsibilities	8
The RSHE curriculum	10
Safeguarding: safe and effective practice	13
Engaging stakeholders	14
Faith and cultural perspectives on RSHE	16
The right to be excused from sex education	16
Monitoring the quality of provision for RSHE	17
Policy review	17



Appendices

Appendices		Page No.
Appendix 1	Meltham Moor Charter for RSHE	18-20
Appendix 2	The statutory content: relationships education and health education (DfE, 2019)	21-26
Appendix 3	The RSHE curriculum at Meltham Moor <ul style="list-style-type: none">• Programme of study• Medium Term Plan• Year/Term Overview• Key language progression sheet	27-52
Appendix 4	<ul style="list-style-type: none">• Sex education at Meltham Moor• Meltham Moor progression of lessons for the relationships element of RSHE for Years 1-6 guidance for parents	52-54
Appendix 5	Sample letter to parents who have requested to withdraw their child from sex education (invitation to meet)	55
Appendix 6	Sample form to record parental withdrawal from sex education	56



What is required: policy check list – minimum requirements

(DfE checklist, para 16, page 11-12)

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:

- A definition of Relationships Education and a definition of Sex Education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education.
- Confirmation of the review date.

Legislation and statutory guidance

At Meltham Moor, we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).



- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** *The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.*
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed. policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children, staff, parents and Governors)
SUPPORT	Share the policy, resources and activities. Help parents complement the teaching in school

The RSHE policy at Meltham Moor has been developed following consultation with the whole school community. The process of policy development involved the following steps:



- PSHE Co-ordinator, Head and Deputy Head teacher formed a working group and reviewed the provision for PSHE ed. within the school.
- Co-ordinator and Head met with other co-ordinators and heads from the trust forming a larger working group and shared the provision being offered. The working group looked at all the DfE guidance.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped the working group to understand the needs and priorities of our school community.
- Staff meeting sessions were held so teaching staff could understand what matters to the whole school staff, children and adults in the school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and the RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website. www.melthamoor.org



Statement of intent

This policy outlines the approach to relationships, sex and health education (RSHE) at Meltham Moor . It is underpinned by the **Meltham Moor Charter**, principles and values, and complements the key values and whole ethos of Meltham Moor Primary

INTENT

- To deliver a PSHE ed. curriculum which ensures life-long learning and results in empowering our children with the knowledge and skills needed to access the wider curriculum and, in turn, prepare them for the world in which they grow up, including the laws as they relate to relationships, sex, and health
- To deliver a PSHE ed. curriculum to the children of Meltham Moor which demonstrates age appropriate subject knowledge, skills and understanding to which fulfils the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE)
- To ensure that the children of Meltham Moor are able to safely communicate their learning in a wide variety of ways.
- To embed our five school values: Aspiration, Compassion, Confidence, Resilience and Love of learning, throughout our curriculum and weave them into our school life.
- To help foster respect for others and acceptance of difference.

Relationships, sex, and health education is important at Meltham Moor because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in **Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)**



Roles and responsibilities

The Governing Body

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Head teacher to account for the implementation of the policy (checking the PSHE ed. curriculum is well-led and effectively managed).

The Head Teacher

- The development and implementation of the RSHE/PSHE ed. policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE/PSHE ed. is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

Lead teacher for RSHE – PSHE ed. Co-ordinator

- Support the development and implementation of the RSHE/PSHE ed. policy.
- Develop the school's RSHE/PSHE ed. curriculum, delivery model and evidence of pupil progress.
- Ensure continuity and progression between year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE/PSHE ed. curriculum complements, but does not duplicate, any content in other subjects.



- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE/PSHE ed.
- Provide teachers with resources to support RSHE/PSHE ed. delivery.
- Monitor and evaluate the effectiveness of RSHE/PSHE ed. and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

SENCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

All teachers of RSHE/PSHE ed.

- Know and act in accordance with the RSHE/PSHE ed. policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE/PSHE ed.
- Monitor pupil progress in line with school policy.
- Timetable weekly PSHE ed. lesson time
- Time table adequate time each term for pupils to record their progress, thoughts, feelings and opinions in school PSHE reflection/progression books (books are still in development stage and will incorporate the 101 things to do before leaving Meltham Moor).
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE/PSHE ed. teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Head teacher. Staff do not have the right to opt out of teaching RSHE/PSHE ed.



The RSHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed. curriculum content at Meltham Moor

- The RSHE curriculum has been organised in line with the statutory requirements outlined in **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE,2019)**
- DfE update **DfE communication to schools on RSHE implementation** (update, June 2020)

Our scheme of work for PSHE ed. has been developed specifically to reflect the children and families served by Meltham Moor. It is a spiral curriculum featuring thematic units under the headings of **Health and Wellbeing, Relationships and Living in the Wider World**. Our PSHE ed. planning and resources are in line with the PSHE Association Programme of Study and meet the Guidance for 2020 Statutory Relationships and Health Education. At Meltham Moor the curriculum subject PSHE ed. links together British Values, SMSC (Spiritual, Moral, Social and Cultural development) and Meltham Moor's Key values delivering a balanced understanding of the world in which our children live.

RHE Statutory Content Summary (Primary School)

There is no statutory content for sex education.

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
<ul style="list-style-type: none"> • Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe 	<ul style="list-style-type: none"> • Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty and menstruation)

- The content of the RSHE curriculum at Meltham Moor is informed by:
 - ❖ National guidance and evidence-based research about RSHE
 - ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty
 - ❖ Relevant health and other data (both local and national)
 - ❖ The views of pupils, staff, parents, and governors



Meltham Moor Primary School has adopted **PSHE Association: programme of study 2020**. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

This programme of study is a suggested DfE resource and it supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed. programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.

Meltham Moor has developed medium terms plans based on the PSHE Association question based approach. It is supplemented by resources made by class teachers, and on line support materials from the educational resource sight Twinkl. The content is well-matched to the needs of the pupils at Meltham Moor. It is age appropriate and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.

PSHE Association: statutory tools

- The curriculum is sequenced and progressively builds upon prior knowledge.
- The curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the curriculum.
- To offer feedback, in the first instance parents and carers are invited to contact the school via e-mail on: **office@melthammoor.org**

Sex Education

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.



- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes key facts about:
 - puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes;
 - menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- All teaching is sensitive and age appropriate in approach and content.
- Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

At Meltham Moor we have a programme of sex education (How a baby is conceived and born).

Parents/carers will be:

- Consulted about the content, organisation and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

Appendix 4 outlines the sex education content at Meltham Moor

The delivery of the RSHE curriculum:



- Relationships, sex and health education (RSHE) will be taught within the personal, social health and economic (PSHE ed.) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:
 - ❖ equality and challenge all forms of prejudice and discrimination.
 - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support and resources for RSHE.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:



- ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
- ❖ Teachers will agree with pupils the limits of confidentiality.
- ❖ Distancing techniques will be used so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
- ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging stakeholders (parents, staff, children and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

This policy will be renewed in 12 months. COVID-19 restrictions has meant that Meltham Moor has been limited in the way it has been able to engage with parents and carers to obtain their needs, viewpoints and values. Throughout the next twelve months consultations will continue to take place and an updated policy, taking into account any further views and comments, will be produced in Spring 2021.

Parental engagement

Information about writing the new policy was sent out in the school news letter and via a Dojo communication. The text asked for volunteers to form a focus group. Key questions were also asked and replies invited via written letter, e-mail or class Dojo.

Key information for parents and carers was put onto the school website. Parents and carers were invited to complete key questions and again offered the opportunity to be part of a focus group. Key reading material from the DfE offered were:

DfE Parental engagement

DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs



DfE: Relationships, sex and health education: guides for parents

PSHE Association: Guide to parental engagement

At Meltham Moor we recognise that the role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.

Our aim at Meltham Moor is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.

At Meltham Moor we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:

- ❖ The content of the RSHE curriculum.
- ❖ The delivery of the RSHE/curriculum (including examples of the resources used).
- ❖ How to support/complement RSHE teaching at home.
- ❖ How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.

In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.

If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email, message via Dojo or write a letter.

Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RSHE

Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.



As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.

RSHE teaching promotes equality and challenges all forms of prejudice and discrimination.

At Meltham Moor we work hard to use a diverse range of resources so every child and family feels included, respected and valued.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values.

At Meltham Moor our RE syllabus is taken from the 2019 Believing and Belonging Syllabus which is available to view on the link below.

https://www.calderdale.gov.uk/v2/sites/default/files/SACRE_Syllabus_Believing_and_Belonging_2019.pdf

The right to be excused from sex education

- Science, relationships, and health education have been statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent or carer wishing to withdraw their child from sex education will be invited to meet with the Head teacher to '*discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).
- The Head Teacher will encourage the parents to look at the medium term planning (document within this policy in Appendix 4 entitled 'Progression of lessons for the relationships element of PSHE education for Years 1-6' and discuss the content.
- Head teacher will inform parents that it is more than likely the other children will talk about the lesson in the playground and having 2nd hand information can be confusing.
- The Head teacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).



- The parent(s) and the Head teacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Head teacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Head teacher. Changes will be communicated to all staff and parents and will be approved by the Governing Body.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Appendix 1: Meltham Moor School Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all children at Meltham Moor to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.



- This charter sets out the values and principles that we believe underpin an effective RSHE/PSHE ed. curriculum.
- This charter was adapted from the Kirklees local authority who worked with Kirklees teachers and other groups. These included our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health and additions and amendments appropriate to the children and families of Meltham Moor Primary School, which were made by the PSHE ed. focus group of the Together Learning Trust.

Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed.) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education will be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. Meltham Moor will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors). Their views should be taken into account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE.

Their views will be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
6. School leaders will be encouraged to work with local faith and other community groups, so they can be informed about and complement, the RSHE curriculum in



school. This engagement will also help staff to understand a range of views and perspectives on RSHE.

7. Meltham Moor will develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website.
8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed.; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
9. The SLT will decide the content of the RSHE curriculum, including when topics are taught ensuring that content that is age appropriate (or developmentally appropriate) based on what our children are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of RSHE will have access to high quality professional development (training) in RSHE.
12. RSHE will be delivered in a safe, supportive learning environment, so that all pupils feel able to express their views and ask questions.
13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.



15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
16. RSHE lessons will encourage participation by using a variety of teaching approaches.
17. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views.
19. Information and resources used in RSHE will be up to date, based on best practice and subject to on-going evaluation.
20. Meltham Moor values the enhancement that visitors can bring to the RSHE curriculum. Meltham Moor will follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of any visitor before inviting them into school, in line with standard practice.



Appendix 2: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through, so that the friendship is repaired or even strengthened and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.



- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.



- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing

(DfE, para 96/page 32)

Mental Wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.



- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.



- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of primary school, pupils will know:

- The mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries

Changing adolescent body.

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle



Appendix 3: The RSHE curriculum at Meltham Moor

- Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education sets out what schools must cover in primary schools from September 2020.
- The PSHE Association programme of study (Key Stages 1–5) is a national programme of study and a suggested DfE resource. Meltham Moor has adopted this programme of study.
- It has three core themes: Health and Wellbeing; Relationships; and Living in the Wider World.
- This programme of study provides a comprehensive programme for each key stage, which fully covers, but is not limited to, the statutory requirements.

When is PSHEed. taught at Meltham Moor?

PSHE ed. is embedded into the whole ethos and spirit of Meltham Moor Primary School. It is delivered daily through different curriculum subjects, through assemblies, through individual and group work and through whole school activities such as sponsored events, charity events and celebration days. Focused, age specific, PSHE ed. is delivered in weekly class session through a series of planned, progressive lessons which, in turn, form part of the scheme of work created to meet the needs of all the children at Meltham Moor Primary School.

Years 1-6 have class PSHE timetabled sessions.

In our Nursery and reception classes PSHE is not taught as a discreet subject but runs alongside every part of the day. However, on Thursday afternoons Reception Class go into the Wild Space where a more focused PSHE session is delivered.

Class teachers aim to deliver at least half of their focused lessons in the Wellbeing Room or the Wild Space. The wellbeing room has low tables and children sit on the floor on rugs. The room is equipped with a range of resources to support the delivery and learning of PSHE ed. The Wellbeing room is held-up as a special, calm place for the children to learn and an area where wellbeing and mental health are promoted. The Wild Space is our woodland classroom which is an emergent area in our grounds. The space is being developed to support the delivery of PSHE ed. and environmental science for children across the school. This area is also promoted as a special place for the children to learn and staff place great importance on good mental health and support of others when working here.



Meltham Moor Whole School PSHE education yearly overview for years 1-6. Class teachers will let parents know, via the termly class letter, what topic is being covered each term.

	Autumn Term		Spring Term		Summer Term	
Year 1	Health & Wellbeing Be yourself	Relationships TEAM	Living in the wider world Money Matters	Health & Wellbeing Aiming High	Living in the wider world Britain	Relationships It's my body
Year 2	Health & Wellbeing Safety First	Relationships VIPs	Living in the wider world One World	Health & Wellbeing Respecting Rights	Living in the wider world Think Positive	Relationships Growing Up
Year 3	Health & Wellbeing Be yourself	Relationships TEAM	Living in the wider world Money Matters	Health & Wellbeing Aiming High	Living in the wider world Britain	Relationships It's my body
Year 4	Health & Wellbeing Safety First	Relationships VIPs	Living in the wider world One World	Health & Wellbeing Respecting Rights	Living in the wider world Think Positive	Relationships Growing Up
Year 5	Health & Wellbeing Be yourself	Relationships TEAM	Living in the wider world Money Matters	Health & Wellbeing Aiming High	Living in the wider world Britain	Relationships It's my body
Year 6	Health & Wellbeing Safety First	Relationships VIPs	Living in the wider world One World	Health & Wellbeing Respecting Rights	Living in the wider world Think Positive	Relationships Growing Up



Meltham Moor progression of lessons for the relationships element of PSHE education Years 1-6

At Meltham Moor, PSHE is delivered through a spiral approach with each unit of work building on prior knowledge and previous learning.

Our scheme of work for PSHE ed. has been developed specifically for the children who attend Meltham Moor Primary School. Parents, children, governors and staff have all been consulted and their opinions, comments and ideas taken into account before entering the final policy stage. It is asked that if parents and carers have any questions about the content of any of the lessons they make an appointment with Mrs Woodfield and/or Mrs Heppenstall, who is the PSHE ed. curriculum leader, to talk through their concerns.

Our spiral curriculum features thematic units in the areas of **Health and Wellbeing**, **Relationships** and **Living in the Wider World**. Our PSHE ed. planning and resources are fully in line with the PSHE Association Programme of Study and meet the Guidance for 2020 Statutory Relationships and Health Education (RHE). Lesson plans and resources have been developed by class teachers using a range of materials from the PSHE Association, supported by on line resources and built around framework which builds across year groups encompassing and reinforcing our school values, which are:

- Aspiration
- Confidence
- Compassion
- Resilience
- A love of learning

This overview outlines the objectives covered in each of the **Relationships** units across year groups 1 to 6. It also shows the 'Big Questions' asked in each lesson - giving a clear idea of the content of the lessons. The lessons which have been highlighted are the lessons which cover strands of Sex Education. These lessons are not statutory under the new Statutory Relationships Education curriculum. Parents and carers may wish to withdraw their child from these lessons and have the right to make such a request. However, it should be pointed out that the statutory Science curriculum actually covers the majority of the highlighted areas and parents and carers cannot withdraw their children from these lessons. The basic difference is that in PSHE ed. the lessons about conception and birth are taught alongside, and within, lessons about respectful relationships and self-respect. The science lessons which are taught cover the mechanics of conception and of birth.

All of the highlighted units of work are taught in the second part of the summer term, ensuring that the children in each school year are at their most mature level of understanding. This document is an appendix to the full PSHE ed. policy document which is available in school and on our website. www.melthamoor.org



Unit and lesson title	Objectives Covered	Big Questions asked
TEAM - Together Everyone Achieves More	To know that they belong to different groups and communities such as family and school. To identify their special people (family, friends, carers) what makes them special and how special people should care for one another.	What does it mean to be part of a team? What teams are we a part of?
TEAM Listening	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Why is it important to listen to other people? How can we be good listeners?
TEAM Being Kind	To recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others.	Why is it important to be kind to our team members? How can we be kind and make people feel good about themselves?
TEAM Bullying and Teasing	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience or witness it, who to go to and how to get help.	What kinds of unkind behaviour are there? What can we do if we see teasing or bullying or if it happens to us?
TEAM Brilliant Brains	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	How can we be positive learners? What can we do if we find something difficult?
TEAM Making Good Choices	To recognise what they like and dislike, how to make real, informed choices that improve their physical and	What choices can we make about our behaviour?



	<p>emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that their behaviour can affect other people.</p>	<p>How might our choices affect the members of our team?</p>
Unit and lesson title	Objectives Covered	Big Questions asked
Be Yourself Marvellous Me	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To identify ways in which they are all unique; understand that there has never been, and will never be, another 'them'.</p>	<p>What makes us special?</p> <p>Why is it important to be kind to ourselves?</p>
Be Yourself Feelings	<p>To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>What are our different feelings called?</p> <p>How can we describe them?</p>
Be Yourself Things I Like	<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To identify ways in which they are all unique; understand that there has never been and will never be another 'them'.</p>	<p>When do we feel happy?</p> <p>What other good feelings do you feel?</p>
Be Yourself Uncomfortable Feelings	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>What things make us feel unhappy or cross?</p> <p>What can we do when we have uncomfortable feelings?</p>
Be Yourself Changes	<p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>How does it feel when things change or we lose something precious?</p>



	To know about good and not so good feelings, use vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	What can we do to help ourselves and others when this happens?
Be Yourself Speak Up!	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.	Why are our feelings and thoughts important? How can we explain our thoughts and feelings to others?
Notes: Mental health is addressed throughout all the units with a discrete focus under the heading of Health and Wellbeing		

Year 2		
Unit and lesson title	Objectives Covered	Big Questions asked
VIPs Who Are Your VIPs?	To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	Who are our special people? What makes them special?
VIPs Families	To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	Why are families important? How do the people in our families make us feel?
VIPs Friends	To offer constructive support and feedback to others. To communicate their feelings to others, to recognise how others show feelings and how to respond.	What makes a good friend? How can we be a good friend to others?



VIPs Falling Out	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To recognise that their behaviour can affect other people.</p> <p>To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>Why is it important to treat people fairly, even when we are cross with them?</p> <p>What can we do about arguments and disagreements?</p>
VIPs Working Together	<p>To recognise that their behaviour can affect other people.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>What does 'cooperate' mean?</p> <p>How can we cooperate with others?</p>
VIPs Showing You Care	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To offer constructive support and feedback to other.</p>	<p>Why is it important to let people know that they are special to us?</p> <p>How can we show our special people that we care?</p>
Unit and lesson title	Objectives Covered	Big Questions asked
Growing Up Our Bodies	<p>To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>To know about the process of growing from young to old and how people's needs change.</p>	<p>What are the main parts of our bodies?</p> <p>What are the differences between girls and boys?</p>
Growing Up Is It OK?	<p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p>	<p>What is 'consent' and what are the rules for respecting people's bodies?</p> <p>What should we do if these rules are broken?</p>



	To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.	
Growing Up Pink and Blue	To learn about ways in which we are unique. To identify and respect the differences and similarities between people.	What is a stereotype? Can we tell what someone is like depending on if they are a boy or a girl?
Growing Up Look at Me Now	To know about the process of growing from young to old and how people's needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.	What can we do now that we couldn't do last year? What will we be able to do next year?
Growing Up Getting Older	To know about the process of growing from young to old and how people's needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.	How have we changed since we were babies? How will we change as we grow older?
Growing Up Changes	To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	What are some changes that might happen in people's lives? What feelings can these changes cause?
Notes: Mental health is addressed throughout all the units with a discrete focus under the heading of Health and Wellbeing		

Year 3		
Unit and Lesson Title	Objectives Covered	Big Questions
TEAM A New Start	To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.	How does it feel to start a new class?



	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>What are we looking forward to?</p> <p>Is there anything we will miss?</p>
<p>TEAM Together Everyone Achieves More</p>	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>What are the features of a good team?</p> <p>How do team members benefit from being in a team?</p>
<p>TEAM Working Together</p>	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>How do the actions of our team mates affect us?</p> <p>How is our team affected by our actions?</p>
<p>TEAM Being Considerate</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>How can we tell what our team mates are feeling?</p> <p>How can we respond to the feelings of other people?</p>
<p>TEAM When Things Go Wrong</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To know that their actions affect themselves and others.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>What happens when we fall out with our team members?</p> <p>How can we solve these problems?</p>
<p>TEAM Responsibilities</p>	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>Why is it important that everyone on a team fulfils their responsibilities?</p>



Unit and lesson title	Objectives Covered	Big Questions asked
Be Yourself Pride	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p>What are our responsibilities towards our team?</p> <p>What does it mean to have pride in ourselves?</p> <p>Why should we be proud of our achievements?</p>
Be Yourself Feelings	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To know what positively and negatively affects their physical, mental and emotional health.</p>	<p>What are our main feelings and emotions called? What do they feel like?</p> <p>When might these feelings happen?</p>
Be Yourself Express Yourself	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>What can we do when we feel unhappy or uncomfortable?</p> <p>Why is it important to tell people how you feel?</p>
Be Yourself Know Your Mind	<p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage 'dares'.</p>	<p>What is 'being assertive'?</p> <p>When and how can we be assertive?</p>
Be Yourself Media Wise	<p>To explore and critique how the media present information.</p>	<p>What messages do we get from the</p>



	<p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise and challenge stereotypes.</p>	<p>media about how people should look, feel and behave?</p> <p>Are those messages realistic?</p>
<p>Be Yourself Making It Right</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To know that their actions affect themselves and others.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>What can we do if we do something wrong or make a mistake?</p> <p>How can this help us in the future?</p>
<p>Notes: Mental health is addressed throughout all the units with a discrete focus under the heading of Health and Wellbeing</p>		

Year 4		
Unit and Lesson Title	Objectives Covered	Big Questions
<p>VIPs Making Friends</p>	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To know that their actions affect themselves and others.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>Why is it a good idea to make new friends?</p> <p>How can we make new friends?</p>
<p>VIPs Staying Friends</p>	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise what constitutes a positive, healthy relationship and</p>	<p>How should we treat our friends?</p> <p>Why is it important to be kind to our friends?</p>



	develop the skills to form and maintain positive and healthy relationships.	
VIPs Anti-Bullying	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>	<p>What can we do if we are being bullied?</p> <p>What can we do if we know someone else is being bullied?</p>
Unit and lesson Title	Objectives Covered	Big Questions asked
Growing up Human reproduction	<p>To know about human reproduction.</p> <p>To know how their body will, and their emotions may, change as the approach and move through puberty.</p>	<p>What are the differences between male and female bodies?</p> <p>What are the male and female parts of the body for?</p>
Growing Up Changes in Boys	<p>To know about human reproduction.</p> <p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>What changes happen to boys' bodies as they grow up?</p> <p>Why do these changes happen?</p>
Growing Up Changes in Girls	<p>To know about human reproduction.</p> <p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>What changes happen to girls' bodies as they grow up?</p> <p>Why do these changes happen?</p>
Growing Up Changes In boys and girls	<p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>How do feelings change as we grow up?</p>



	To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.	What is a crush and how does it feel?
Growing Up Relationships and Families	<p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>To know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p>	<p>What are loving relationships like?</p> <p>What kinds of families are there?</p>
Growing up Where do I come from?	To know about human reproduction	<p>How are babies made?</p> <p>How are babies born?</p>
Notes: Mental health is addressed throughout all the units with a discrete focus under the heading of Health and Wellbeing		

Year 5		
Unit and Lesson Title	Objectives Covered	Big Questions
TEAM Together Everyone Achieves More	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>Can we think of any teams that we admire?</p> <p>What are the attributes that make a good team?</p>



<p>TEAM Communicate</p>	<p>To know that their actions affect themselves and others. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>How can we make our views heard without falling out with others?</p> <p>How can we respond respectfully to other people's feelings and opinions?</p>
<p>TEAM Collaborate</p>	<p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p>	<p>What does collaborate mean?</p> <p>When have we worked collaboratively?</p>
<p>TEAM Compromise</p>	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>What is compromise?</p> <p>How can compromising help to resolve difficult situations?</p>
<p>TEAM Care</p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p>	<p>How can we be sensitive to the feelings of others?</p> <p>How can we make other people feel valued?</p>



TEAM - Shared Responsibilities	To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.	Why are responsibilities important in a team? What are the most important responsibilities for our team?
Unit and Lesson Title	Objectives Covered	Big Questions
Be Yourself You Are Unique	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.	Is it OK to think and feel differently from other people? What does 'being an individual' mean, and why is this a good thing?
Be Yourself Let It Out!	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.	Why is it important to share our thoughts and feelings with those around us? How can we communicate our thoughts and feelings to others?
Be Yourself Uncomfortable Feelings	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.	What are some of the uncomfortable feelings that people can feel? What can we do to manage them?
Be Yourself The Confidence Trick	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	What situations might make us feel nervous or shy?



	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	How can we feel and act more confident in these situations?
Be Yourself Do the Right Thing	To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences and to begin to understand the concept of a 'balanced lifestyle'). To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	How can we know what to do in a tricky situation? How can we do the right thing even if others do not?
Be Yourself Making Amends	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	How might we feel if we have made a mistake or done something wrong? What can we do about it?

Notes: Mental health is addressed throughout all the units with a discrete focus under the heading of Health and Wellbeing

Science curriculum: Living things and their habitats – con't over page

Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age

Notes and guidance (non-statutory)

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences comparing how different animals reproduce and grow.



Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6		
Unit and Lesson Title	Objectives Covered	Big Questions
VIPs Family and Friends	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>Who are the important people in our lives? Why are they important?</p> <p>Why is it important to treat them kindly?</p> <p>What can happen if we don't treat our family and friends with respect?</p>
VIPs Think Before You Act	<p>To know that their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>What are the consequences of behaving unkindly to the people around us?</p> <p>How can we calm down when we are feeling angry or upset with other people?</p>
VIPs It's OK to Disagree!	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>Do people who care about each other always have to agree?</p> <p>How can we resolve disagreements without falling out?</p>



<p>VIPs You Decide</p>	<p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage 'dares'.</p>	<p>When might we feel under pressure to do something that we feel unsure about or don't want to do?</p> <p>What can we do when this happens?</p>
<p>VIPs Secrets</p>	<p>To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>When is it OK to keep a secret? When is this not OK?</p> <p>How can we know when we should break a confidence or tell a secret?</p>
<p>False Friends</p>	<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>	<p>What are some of the signs of an unhealthy or risky relationship?</p> <p>When might it be best to end a relationship, and how can we do this?</p>
<p>Unit and Lesson Title</p>	<p>Objectives Covered</p>	<p>Big Questions</p>



<p>Growing Up Changing Bodies</p>	<p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p>	<p>What are the changes that occur in boys' and girls' bodies during puberty?</p> <p>How can we look after our changing bodies as we grow?</p>
<p>Growing Up Emotional Changes</p>	<p>To know how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>To recognise and challenge stereotypes.</p>	<p>How might our thoughts and feelings change during puberty?</p> <p>How can we deal with difficult feelings and moods?</p>
<p>Growing Up Just the Way You Are</p>	<p>To recognise and challenge stereotypes.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>Is there an ideal kind of body?</p> <p>What information can affect how we think and feel about ourselves and our bodies?</p>
<p>Growing Up Relationships</p>	<p>To know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>	<p>What is a loving relationship?</p> <p>What kinds of loving relationship are there?</p>
<p>Growing up Let's talk about sex</p>	<p>To know about human reproduction.</p> <p>To know about the difference between and the terms associated with sex, gender identity and sexual orientation.</p> <p>To know about taking care of their body, understanding that they</p>	<p>What is a sexual relationship?</p> <p>Who can have a sexual relationship?</p>



	<p>have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>	
<p>Growing up Human reproduction</p>	<p>To know about human reproduction.</p> <p>To recognise different types of relationship including those between acquaintances, friends, relatives and families.</p>	<p>How is a baby conceived?</p> <p>What is contraception?</p> <p>How does a baby grow?</p> <p>How is a baby born?</p>

Notes:

Staff are aware of the potential risks of FGM to children. To date, this area is not taught as a specific lesson at Meltham Moor. However, if the topic was or is raised by a child the teacher will respond by outlining basic facts seeking advice from the Safeguarding Lead if deemed it necessary.

Each year, staff will carefully consider the cohort of children in the class before making the decision to teach or not to teach about FGM. All staff are aware of the impact of FGM on individuals and families and they will follow the school safeguarding procedures if they have any concerns.

Human reproduction is delivered at part of the Science curriculum. Children cannot be removed from these lessons. Key language for naming different parts of the body, terms associated with sex, gender identity and sexual orientation, is part of the science curriculum and children cannot be removed from these lessons.

Mental health is addressed throughout all the units with a discrete focus under the heading of Health and Wellbeing

A document listing all key language used when delivering PSHE is an appendix to this document,



PSHE Whole school vocabulary map

Words which occur in every unit of every term: *safe, happy, resilience, healthy, choices, consequences* other termly key words: *confidence, compassion, aspiration, love of learning*

Year group/term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Health & Wellbeing		Relationships		Living in the wider world	
Extra events, support & links	Anti-bullying week Visits to places of worship Interfaith assemblies Road safety week Children in need/comic relief charity event Woodland adventure week		Interfaith assemblies Visits to places of worship Science week World Book Day charity event Spring Fair VE day		Outdoor learning week Y6 Visit to Huddersfield University Enterprise week Baptist Church visitors in school Veterans in school Mayoral visit	
Early Years – N & R						
	Enjoy, like, dislike, kind, unkind, nice, gentle, safe, happy, glad, cheerful, unhappy, miserable, sad, worried, upset, peaceful, quiet, calm, afraid, scared, nervous, join in, help, friend, behavior, manners, special, respect, consequence, team, group, teamwork, festival, birthday, celebration, holiday, listen, choice, choices, right, wrong, co-operate, rules, healthy, unhealthy, think, similar, different, same, family, grow, change, confidence.					



Year 1	Be yourself	Aiming high	TEAM	It's my body	Money matters	Britain
	Skills, talents, gifts, qualities, confidence, interests, wellbeing, mental health, feelings, emotions, body language, facial expressions, happy, sad, angry, calm, worried, excited, nervous, like, enjoy, happy happiness, excited, content, secure, loved, emotions, feelings, cross, uncomfortable, help, talk, share, loss, change, memories, precious, speak, thoughts, voice, discussions, kind.	Star qualities, strength, skill, happy, value, positive, learning, attitude, develop, learn, improve, strength, build, resilience, confidence, achievement, grow, help, job, ambition, future, learn, determined, achieve, goal, training, job, gender, men, women, attributes, communication, determined, hardworking, creative, happiness, family, marriage, qualifications, house, achievements, change, different, progress, improve, routine, achievements, success	Team, group, community, special, carer, friends, family, safe, secure, wanted, needed, support, listening, group, good listening, active listening, conflict, discussion, kind, confidence, considerate, thoughtful, polite, fair, complement, joking, teasing, bullying, kind, unkind, support, mindset, learner, positive, negative, helpful, not helpful, choices, behavior, consequences.	Little, deal, tricky, serious, problems, scared, help, choice, muscles, breathing, exercise, brain, routine, treat, healthy, occasional, clean, wash, brush, germs, disease, hygiene, poisonous, danger, medicine, cleaning, emergency, decision, choice, consequence, confidence, safe, questionnaire.	Money, employment, work, job, payment, wages, spending, saving, save, piggy bank, wallet, purse, bank account, bank, spend, record, receipt, keep-track, choice, amounts, payment, list, want, need, important, possessions, necessity, necessary, budget, careful, shopping, spending, offer, value, shops, items, advertising.	Community, belong, belonging, help, respect, share, listen, local area, neighbor, helpful, choice, choose, consequence, neighborhood, environment, harm, responsibility, natural, built, Britain, UK, Untied Kingdom, countryside, island, cost, mountain, lakes, river, celebrations, difference, similarities, similar, different, respect, accepting, believe, beliefs, live, dress, right, happy, safe, famous, proud, multicultural, diverse.
Year 2	Safety 1st	Think Positive	VIPs	Growing up	One world	Respecting rights
	Safe, unsafe, danger, rules, hurt, protect, help, trusted adult, hazard, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, choke, burn, rules, road, traffic, fire, water, rail, stranger, e-safety, risk, internet, online, private, privacy, login, password, help, pants, underwear, [private, body, secret, surprise, uncomfortable, unacceptable, permission, confidence, consent, special, emergency services, support, 999,	Positive, negative, good, bad, happy, sad, grumpy, complain, emotions, attitude, thinking, thoughts, consequences, experiences, choice, decision, like, dislike, prefer, impact, affect, feelings, respond, healthy, safe, helpful, unhelpful, challenging, new, difficult, goal, achieve, achievement, thoughts, feelings, persevere, perseverance, resilient, resilience, quit, confused, frightened, embarrassed, lonely, board, fed-up, frustrated, shocked, grumpy, annoyed, thankful grateful,	Special, important, care, kind, help, trust, love, happy, safe, family, important, kind, care, need, help, friend, good, kind, caring, supporting, help, listen, share, conflict, sort, solve, positive, choices, consequences, disagreement, making up, friendship, trust, help, talk, listen, cooperate, co-operation, team, group support, share, achieve, time.	Male, female, private parts, genitals, penis, testicles, vulva, vagina, respect, consent, trusted adults, safe, advise, no, stop, rules, touch, comfortable, uncomfortable, hurt, ok, bodies, feelings, scenario, stereotype, likes, dislikes, similar, different, respect, unique, young, old, growing, changing, learning, developing, needs, independent, responsibilities, change, grow, needs, children, adults, childhood, adulthood, opportunities, learn, independence, difficult, different, feelings, emotions,	Family life, special people, love, care, similarity, difference, similar, different, trust, safe, home, happy, same, school, learn, important, right, environment, people, affect, needs, resources, earth, problems, natural, harm, help.	Human rights, celebrate, equal, belong, children, child, protect, help, share, support, listen, accept, kindness, loved, protect, fair, balanced, happy, healthy, improve.



		gratitude, appreciation, valued, fortunate, mind, mindful, mindfulness, past, present, future, rest, worries, fears.		excited, nervous, worried, anxious, jealous, curious, excited, upset, unhappy, angry, frustrated, annoyed, cope.		
Year 3	Be yourself	Aiming high	TEAM	It's my body	Money matters	Britain
	Pride, gloating, proud, positive actions, talents, support, help, scared, nervous, excited, cross, angry, mental health, emotional wellbeing, uncomfortable, comfortable, sad, happy, angry, cross, worried, nervous, excited, calm, hide, share, talk, secret, coping strategies, assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, media, mind, influence, mistake, impact, manipulated, advertisements, edited. Right, better, sorry, feel, help, strategies, consequences, effects, impact.	Achievements, aims, success, goal, behavior, action, accomplish, determine, effort, resilience, goal, aim, success, strive, target, improve, job, role skill, attribute, strength, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities, positive, learning, attitude, develop, learn, improve, strengthen, improve, job, success, ambition, goal achievement, challenge, stereotype, gender, skills, effort, equal, fair, opportunities, future, target, effort, growth, mindset, challenges, obstacles, setbacks, determination, skills, learn, succeed, success.	Change, transition, attitude, teamwork, benefit, communication, helpful, unhelpful, behaviors, scenarios, group, achieve, consequences, actions, impact, teammates, individuals, effect, listening, reflect, emotion, facial expression, body language, responding, considerate, emotion, dispute, resolution, conflict, negotiation, compromise, feelings, interpret, responsibility, collaboratively, goals, actions, ripple effect, choice, consent, guidelines, Childline, decide, decision, problem.	Healthy, exercise, heart, head, muscles, balanced, diet, heartrate, saturated, protein, hydrated, hormones, minerals, sleep, eat, drink, deprivation, hygiene, disorientated, routine, betimes, hallucinating, paranoid, relaxed, body, mind, drug, recreational, medical, pharmacy, chemist, dangerous, risky, risk.	Money, employment, work, job, payment, wages, spending, saving, gift, benefits, cash, cons, notes, credit, debit, cheque, bank account, debt, owe, save, interest, borrow, VAT, interest, loan, repayments, savings, unmanageable, want, need, priority, spending, influence, profit,, advertising, financial gain, consumer, keeping track, budget, spending.	Multicultural society, difference, diverse, riches, richness, religious, ethnic, identity, culture, religion, country, value, respect, belief, tradition, democracy, equality, society, human rights, freedom, government, rules, law, enforce, protect, help, safe, parliament, liberty.
Year 4	Safety 1st	Think Positive	VIPs	Growing up	One world	Respecting rights



	Independent, responsible, decisions, choices, safe, healthy, consequences, instructions, rules, advice, risk, danger, safe, choice, rules, decisions, consequences, outcome, peer pressure, dare, family, friends, media, comfortable, uncomfortable, right, wrong, feelings, pedestrian, zebra crossing, traffic, cycling, drugs, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, well being, impact, affect, strangers, internet, mobile phone, devices, personal information, password, protect, share, privacy, respect.	Positive, negative, attitude, mental health, feelings, emotions, mind, brain, happy happiness, chemical, dopamine, serotonin, oxytocin, endorphins, unpleasant, changes, difficult, exciting, small, experience, different, feelings, deal with, cope with, strategies, manage, prepare, mindful, mindfulness, calm, peace, relax, aware, breathing, focus, occupy, distract, control, symbol, represent, control, joy, happiness, sadness, anger, jealousy, worry, nervous, anxious, guilt, shame, embarrassment, grief, manage, cope, attitude, challenge, resilience, perseverance, success, failure, mistakes, determination, practice, goals, effort, achievements, strengths, weaknesses, brave, flexible, curious, problem.	Friends, friendship, interests, hobbies, VIPs, loyal, self-preservation, respect, honest, anonymous, kind, compliment, acquaintances, relatives, families, dares, support, unhealthy, reflect, relationship, falling out, arguments, resolution, differences, alternatives, views, opinions, decisions, choices, strategies, disputes, conflict, negotiation, compromise, support, bully, bullying, physical, teasing, cyber, behavior, impact, victim, anti-bullying, network, help, techniques.	Reproduction, make, female, penis, vagina, breasts, species, womb, uterus, egg, fetus, baby, testicles, sperm, puberty, erection, reproduction, species, Adam's apple, hormones, testosterone, parents, grandparents, offspring, siblings, brother, sister, relatives, aunt, uncle, cousin, gay, lesbian, same-sex, single-parent, fostered, adopted, orphaned, married, civil partnership, step-, half-, ovaries, egg, embryo, fetus, umbilical cord, amniotic sac, baby, hormones, oestrogen, feelings, crush, anger, confusion, tearful, worried, anxious, lonely, isolated, attracted, excited, hormones, testosterone.	Fair, unfair, stereotype, dilemma, challenge, harmful, rights, respect, opinion, reason, similar, different, similarity, difference, Malawi, rural, urban, gender, inequality, local, global, communities, resources, sugar, trade, farmer, fair trade, actions, impact, choice, positive, negative, reason, opinion, decision, impact, discuss, share, empathy, consider, organization, charity, help, support, climate, change, effects, reduce, impact, responsibility.	Rights, respect, heed, help, benefit, positive, impact, share, equal, declaration, equal, equality, United Nations, UN, important.
Year 5	Be yourself	Aiming high	TEAM	It's my body	Money matters	Britain
	Individual, unique, celebrate, acceptance, thoughts, feelings, comfortable, help, support, opinions, thoughts, feelings, conflict, emotions, communication, strategies, alternatives, sharing, express, manage, uncomfortable situation, resisting, danger, help, support, unhealthy, anxious, pressure, intensity, confidence, shy, nervous, strategies, confident, body language, choices, opinions,	Achievements, aims, success, goal, learn, behavior, action, accomplish, skills, strengths, interests, attributes, attitudes, mindset, feedback, improve, perseverance, determination, practice, effort, resilience, challenges, barriers, obstacles, strategies, behaviors, success, failure, mistakes, learning, opportunities, future, goals, success, future, benefit, careers, stereotypes, equal, fair, gender, challenge, criteria, opportunities, rights, future, goals, ambition, skills,	Teamwork, attributes, admire, skills, successful, effective, collaboration, collage, contribute, respectful, honesty, opinions, disagree, hurtful, kind, thoughts, listen, communicate, feeling, manage, uncomfortable, situations, danger, help, support, unhealthy, anxious, pressure, intensity, confidence, shy, strategies, body language, choices, opinions, support, help, pressure, dangerous,	Autonomy, consent, contact, touch, appropriate, unwanted, choice, safe, boundaries, control, respect, protect, help, support, tell, consequences, right, choices, deprivation, sleep, impact, effects, positive, negative, physical, emotional, mental health, wellbeing, mindfulness, meditation, habit, routine, puberty, self-care, cleanliness, growing, changing, adult, odour, spots, acne, greasy, hair, wash, routines, alcohol, cigarettes, tobacco, drugs, harmful, dangers,	Money, investment, gain, interest, risk, bankrupt, inflation, value, manufacturer, retailer, advertise, influence, critical consumer, cost, amount, availability, price, want, need, luxury, necessity, prioritise, budget, borrow, lend, loan, risk, consequences, interest, bankruptcy, tax, payment, income tax, council tax, contribute, society, spending.	Faith, ethnicity, respect, similar, different, consequence, community, spirit, impact, positive, negative, democracy, human rights, local government, national government, responsibilities, prime minister, politicians, members of parliament, charity, voluntary, needs, support.



	support, help, pressure, apply, mistakes, amend, sorry, apologies, emotions, guilt.	discrimination, law, innovation, enterprise, business, employer, employee, skills, ideas, original, inventions, creativity, positivity, products, decisions, teamwork, collaborate, problem solving, listening, presenting, advertisement, targets.	responsibilities, consequences, scenario, classroom, function, roles.	substances, damage, pressure, medical, legal, illegal, age restrictions, body image, beauty, looks, media, appearance, stereotype, pressure, perfect, influence, lifestyle.		
Year 6	Safety 1st	Think Positive	VIPs	Growing up	One world	Respecting rights
	Safe, risk, danger, hazard, harm, responsible, independent, informed, decision, choice, co sequence, action, situation, support, help, choice, peer, dare, pressure, media, smart, brave, mature, e-safety, internet, personal, data, privacy, image, mobile phone, tablet, password, passcode,	Thoughts, feelings, behavior, cognitive, influence, impact, affect, link, reaction, positive, negative, anxiety, guilt, blame, worry, anger, panic, stress, avoidance, helpful, unhelpful, coping strategies, techniques, choice, decision, emotions, actions, consequences, independence, responsible, safe, morals, pros, cons, mindful, mindfulness, focus, relaxed, calm, still, goals, successes, failures, progress	VIPs, respect, kindness, kindly, important, care, thought, consideration, interests, friends, family, actions, friendship, emotions, anger, upset, frustrated, calming, unkind, kind, actions, consequences, disagree, agree, conflict, argue, resolution, fall out, friends, honesty, polite, pressure, influence, peer, negative, behavior, resist, support, help, anxious, dangerous, unhealthy, uncomfortable, wrong, secrets, shared, kept, confidential, confidence, share, healthy, relationship, relative, family, support, ending.	Reproduction, male, female, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice, change, periods, erection, wet dreams, masturbation, discharge, acne, body odour, emotions, puberty, emotions, feelings, body image, self-esteem, beauty, media, advertising, ideal, appearance, stereotype, positive, negative, representative, society, sex, heterosexual, homosexual, gay, lesbian, bisexual, sexual orientation, society, race, age, civil partnership, commitment, sexually transmitted infection, intercourse, reproduction, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, illegal, legal, crush, fancy, birth, uterus, womb, zygote, embryo, amniotic sac, nutrients, labour, placenta, labour, vaginal birth, caesarean section.	Citizen, global, citizenship, responsible, aware, impact, world, global warming, effects, help, harm, prevent, persuade, encourage, environment, earth, energy, resources, impact, use, responsible, help, protect, pledge, waste, save, renewable, non-renewable, conserve, waste, save, water, use responsibly, drought, appreciate, biodiversity, help, protect, encourage, important, future, choices, impact, consequences, sustainability, sustainable, manifesto.	Human rights, protect, help, entitled, declaration, society, universal, valuable, worthy, important, protect, respect, against, law, tradition, culture, universal, protect, respect, help, cultural, duty, consequences, children's rights, child labour, laws,



Appendix 4: Sex education at Meltham Moor Primary School

- Sex education is not compulsory in primary schools (DfE, para 65/page 23)
- DfE recommends that '**all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils**'. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (DfE, para 67/page 23).
- At Meltham Moor all pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals. This is science education, not sex education.
- At Meltham Moor all pupils will be taught the content of health education as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35). At Meltham Moor, for some sessions relating to puberty and periods, the class may be split into smaller groups and groups may be split into girls and boys. This judgement will be made by the class teacher using his/her knowledge of the children and their individual needs. Both groups will receive the same information.
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- LGBT: all teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15).
- At Meltham Moor pupils are not taught sex education beyond what is required above.

**Parents/carers will be:**

- consulted about the content, organisation and delivery of the sex education curriculum.
- given the opportunity to share their views on the lessons.
- informed in advance of the content of sex education lessons and be able to view the main resources used.
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- given clear guidance on how to request the withdrawal of their child from these components of sex education.



Appendix 5: Sample letter to parents/carers (engagement)

Dear

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.



Appendix 6: Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed. curriculum

Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Head teacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Head teacher signature	
Review date	