

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

At Meltham Moor, PSHE is delivered though 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 the PSHE ed. curriculum leader, to talk though 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 I 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.melthammoor.org](http://www.melthammoor.org)

Further documents which relate to this policy are:

Progression of key language in PSHE

Anti-Bullying Policy

Equal opportunities Policy

Safe Guarding Policy

EYFS Policy Meltham Moor

EYFS Trust Policy

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| Year 1 | | |
| 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 emotional health, to recognise that choices can have good and not so good consequences.  To recognise that their behaviour can affect other people. | What choices can we make about our behaviour?  How might our choices affect the members of our team? |
| **Unit and lesson title** | **Objectives Covered** | **Big Questions asked** |
| Be Yourself Marvellous Me | To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To identify ways in which they are all unique; understand that there has never been, and will never be, another 'them'. | What makes us special?  Why is it important to be kind to ourselves? |
| Be Yourself  Feelings | 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.  To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. | What are our different feelings called?  How can we describe them? |
| Be Yourself  Things I Like | 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 identify ways in which they are all unique; understand that there has never been and will never be another 'them'. | When do we feel happy?  What other good feelings do you feel? |
| Be Yourself  Uncomfortable Feelings | To communicate their feelings to others, to recognise how others show feelings and how to respond.  To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. | What things make us feel unhappy or cross?  What can we do when we have uncomfortable feelings? |
| Be Yourself  Changes | To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).  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. | How does it feel when things change or we lose something precious?  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 | | |

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| **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 | To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).  To recognise that their behaviour can affect other people.  To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). | Why is it important to treat people fairly, even when we are cross with them?  What can we do about arguments and disagreements? |
| VIPs  Working Together | To recognise that their behaviour can affect other people.  To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). | What does 'cooperate' mean?  How can we cooperate with others? |
| VIPs  Showing You Care | To communicate their feelings to others, to recognise how others show feelings and how to respond.  To offer constructive support and feedback to other. | Why is it important to let people know that they are special to us?  How can we show our special people that we care? |
| **Unit and lesson title** | **Objectives Covered** | **Big Questions asked** |
| Growing Up  Our Bodies | To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.  To know about the process of growing from young to old and how people’s needs change. | What are the main parts of our bodies?  What are the differences between girls and boys? |
| Growing Up  Is It OK? | 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).  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.  To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. | What is 'consent' and what are the rules for respecting people's bodies?  What should we do if these rules are broken? |
| 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 | | |

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| Year 3 | | |
| Unit and  Lesson Title | Objectives Covered | Big Questions |
| TEAM  A New Start | To know about change, including transitions (between keg stages and schools), loss, separation, divorce and bereavement.  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 does it feel to start a new class?  What are we looking forward to?  Is there anything we will miss? |
| TEAM  Together  Everyone  Achieves More | To know that their actions affect themselves and others.  To work collaboratively towards shared goals. | What are the features of a good team?  How do team members benefit from being in a team? |
| TEAM  Working Together | To know that their actions affect themselves and others.  To work collaboratively towards shared goals. | How do the actions of our team mates affect us?  How is our team affected by our actions? |
| TEAM  Being Considerate | To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.  To recognise and respond appropriately to a wider range of feelings in others. | How can we tell what our team mates are feeling?  How can we respond to the feelings of other people? |
| TEAM  When Things Go Wrong | To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.  To know that their actions affect themselves and others.  To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. | What happens when we fall out with our team members?  How can we solve these problems? |
| TEAM  Responsibilities | To know that their actions affect themselves and others.  To work collaboratively towards shared goals. | Why is it important that everyone on a team fulfils their responsibilities?  What are our responsibilities towards our team? |
| **Unit and lesson title** | **Objectives Covered** | **Big Questions asked** |
| Be Yourself  Pride | To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.  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. | What does it mean to have pride in ourselves?  Why should we be proud of our achievements? |
| Be Yourself  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 know what positively and negatively affects their physical, mental and emotional health. | What are our main feelings and emotions called? What do they feel like?  When might these feelings happen? |
| Be Yourself  Express Yourself | 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. | What can we do when we feel unhappy or uncomfortable?  Why is it important to tell people how you feel? |
| Be Yourself  Know Your Mind | 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.  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.  To recognise and manage 'dares'. | What is 'being assertive'?  When and how can we be assertive? |
| Be Yourself Media Wise | To explore and critique how the media present information.  To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.  To recognise and challenge stereotypes. | What messages do we get from the media about how people should look, feel and behave?  Are those messages realistic? |
| Be Yourself Making It Right | To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.  To know that their actions affect themselves and others.  To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. | What can we do if we do something wrong or make a mistake?  How can this help us in the future? |
| Notes: Mental health is addressed throughout all the units with a discrete focus under the heading of Health and Wellbeing | | |

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| Year 4 | | |
| **Unit and**  **Lesson Title** | **Objectives Covered** | **Big Questions** |
| VIPs  Making Friends | To recognise and respond appropriately to a wider range of feelings in others.  To know that their actions affect themselves and others.  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. | Why is it a good Idea to make new friends?  How can we make new friends? |
| VIPs  Staying Friends | To recognise different types of relationship, including those between acquaintances, friends, relatives and families.  To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. | How should we treat our friends?  Why is it important to be kind to our friends? |
| VIPs  Anti-Bullying | 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).  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.  To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). | What can we do if we are being bullied?  What can we do if we know someone else is being bullied? |
| **Unit and lesson Title** | **Objectives Covered** | **Big Questions asked** |
| Growing up  Human reproduction | To know about human reproduction.  To know how their body will, and their emotions may, change as the approach and move through puberty. | What are the differences between male and female bodies?  What are the male and female parts of the body for? |
| Growing Up  Changes in Boys | To know about human reproduction.  To know how their body will, and their emotions may, change as they approach and move through puberty. | What changes happen to boys' bodies as they grow up?  Why do these changes happen? |
| Growing Up Changes in Girls | To know about human reproduction.  To know how their body will, and their emotions may, change as they approach and move through puberty. | What changes happen to girls' bodies as they grow up?  Why do these changes happen? |
| Growing Up  Changes In boys and girls | To know how their body will, and their emotions may, change as they approach and move through puberty.  To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. | How do feelings change as we grow up?  What is a crush and how does it feel? |
| Growing Up Relationships and Families | 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.  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.  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. | What are loving relationships like?  What kinds of families are there? |
| Growing up  Where do I come from? | To know about human reproduction | How are babies made?  How are babies born? |
| Notes: Mental health is addressed throughout all the units with a discrete focus under the heading of Health and Wellbeing | | |

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| Year 5 | | |
| Unit and  Lesson Title | Objectives Covered | Big Questions |
| TEAM  Together  Everyone  Achieves More | To know that their actions affect themselves and others.  To work collaboratively towards shared goals. | Can we think of any teams that we admire?  What are the attributes that make a good team? |
| TEAM  Communicate | 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.  To recognise and respond appropriately to a wider range of feelings in others. | How can we make our views heard without falling out with others?  How can we respond respectfully to other people's feelings and opinions? |
| TEAM  Collaborate | To know that their actions affect themselves and others.  To work collaboratively towards shared goals. | What does collaborate mean?  When have we worked collaboratively? |
| TEAM  Compromise | To recognise and respond appropriately to a wider range of feelings in others.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.  To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. | What is compromise?  How can compromising help to resolve difficult situations? |
| TEAM  Care | 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. | How can we be sensitive to the feelings of others?  How can we make other people feel valued? |
| 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.  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. | What situations might make us feel nervous or shy?  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**  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. | | |

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| **Year 6** | | |
| **Unit and**  **Lesson Title** | **Objectives Covered** | **Big Questions** |
| VIPs  Family and Friends | To recognise different types of relationship, including those between acquaintances, friends, relatives and families.  To know that their actions affect themselves and others.  To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. | Who are the important people in our lives? Why are they important?  Why is it important to treat them kindly?  What can happen if we don't treat our family and friends with respect? |
| VIPs  Think Before You Act | To know that their actions affect themselves and others.  To recognise and respond appropriately to a wider range of feelings in others. | What are the consequences of behaving unkindly to the people around us?  How can we calm down when we are feeling angry or upset with other people? |
| VIPs  It's OK to Disagree! | To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.  To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.  To recognise and respond appropriately to a wider range of feelings in others. | Do people who care about each other always have to agree?  How can we resolve disagreements without falling out? |
| VIPs  You Decide | 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.  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.  To recognise and manage 'dares'. | When might we feel under pressure to do something that we feel unsure about or don't want to do?  What can we do when this happens? |
| VIPs  Secrets | 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'.  To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.  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. | When is it OK to keep a secret?  When is this not OK?  How can we know when we should break a confidence or tell a secret? |
| False Friends | To recognise different types of relationship, including those between acquaintances, friends, relatives and families.  To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.  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. | What are some of the signs of an unhealthy or risky relationship?  When might it be best to end a relationship, and how can we do this? |
| **Unit and**  **Lesson Title** | **Objectives Covered** | **Big Questions** |
| Growing Up Changing Bodies | To know how their body will, and their emotions mag, change as they approach and move through puberty. | What are the changes that occur in boys' and girls' bodies during puberty?  How can we look after our changing bodies as we grow? |
| Growing Up Emotional Changes | To know how their body will, and their emotions may, change as they approach and move through puberty.  To recognise and challenge stereotypes. | How might our thoughts and feelings change during puberty?  How can we deal with difficult feelings and moods? |
| Growing Up  Just the Way You Are | To recognise and challenge stereotypes.  To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. | Is there an ideal kind of body?  What information can affect how we think and feel about ourselves and our bodies? |
| Growing Up Relationships | To know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.  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.  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. | What is a loving relationship?  What kinds of loving relationship are there? |
| Growing up  Let’s talk about sex | To know about human reproduction.  To know about the difference between and the terms associated with sex, gender identity and sexual orientation.  To know about taking care of their body, understanding that they 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. | What is a sexual relationship?  Who can have a sexual relationship? |
| Growing up  Human reproduction | To know about human reproduction.  To recognise different types of relationship including those between acquaintances, friends, relatives and families. | How is a baby conceived?  What is contraception?  How does a baby grow?  How is a baby born? |
| Notes:  In the past years, and currently, FGM is not an issue for the children and families who are served by Meltham Moor. Therefore, is not talked about when this unit of work is delivered. However, if the topic was raised by a child the teacher will respond by outlining basic facts - seeking advice from the Safeguarding Lead if deemed it necessary.  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, | | |

Meltham Moor Whole School PSHE education yearly overview for years 1-6

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|  | Autumn Term | | Spring Term | | Summer Term | |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |