



# Waterloo Primary School

## Personal, Social, Health and Economics Policy Including Relationships and Sex Education

### Intent

*We are committed to developing pupils' academic resilience, to enable them to access and fully engage with the progressive and connected curriculum we provide. With our pupils' wellbeing at the forefront, we deliver a curriculum which fulfils all statutory requirements. Teaching and learning opportunities are thoughtfully mapped to enable pupils to develop the necessary knowledge, understanding and skills to contribute successfully to the modern world. Learning about relationships, values, and safety from PSHE lessons is revisited and embedded throughout our curriculum, behaviour policy and our everyday life at school.*

*We believe that British values are fundamental to cohesion and successful participation in society, and we promote these values. We recognise that our children reflect our socially diverse community and consider it crucial for them to develop a strong vocabulary that enables them to articulate their opinions, academic understanding and emotions. Key vocabulary is mapped across the PSHE curriculum; opportunities to revisit and embed learnt vocabulary are planned for. Key knowledge and vocabulary for units of work are shared with families to further consolidate learning. Opportunities to develop speaking and listening skills are planned to equip pupils to ask questions and express opinions. We regard reading as an essential building block for learning across all subject areas. Taught reading skills are applied and embedded throughout our PSHE curriculum.*

*Questioning, tasks and resources are skilfully planned to scaffold and challenge, ensuring every child, whatever their starting point, can deepen their understanding. Our aim is for each child to confidently enter their next stage of life with the necessary skills to form healthy relationships and to make safe and healthy life choices.*

### Aims

- To help our pupils foster lifelong aspirations, goals and values.
- To provide pupils with opportunities to develop the skills and knowledge they need to thrive now and in the future.
- To help pupils to deal with critical issues they face every day such as friendships, emotional wellbeing and change.
- To equip our children with the knowledge they need to make healthy, safe choices.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health, hygiene and mutual respect.
- To promote pupils' awareness and understanding of protected characteristics and to support pupils to be tolerant and respectful of difference.
- Teaching reflects the protected characteristics outlined in the Equality Act 2010 and promotes respect for all.

Reviewed February 2025

### **Statutory Requirements**

**Relationships Education and Health Education are statutory in primary schools under the Children and Social Work Act 2017.**

Changing adolescent body (including puberty)

Pupils are taught that families and relationships can take different forms, including those with same-sex parents, in an age-appropriate way, in line with statutory guidance.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE statutory guidance, 2019 – updated)
- Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- RSHE is delivered in line with safeguarding principles set out in Keeping Children Safe in Education 2025.
- Staff understand that RSHE may lead to safeguarding disclosures. All concerns are reported in line with the school's safeguarding policy and recorded in accordance with Keeping Children Safe in Education.

### **Curriculum Development**

This policy, alongside our curriculum content has been developed using the following:

- DFE guidance
- PSHE Association guidance, resources and training
- Resources from our purchased Jigsaw PSHE Scheme
- Resources from NSPCC
- Resources from One Goal
- Resources and training from Liverpool School Improvement
- Resources from Twinkl
- Principles and resources from Diana Anti-bullying Award

Parents have had and will continue to have opportunities to view the resources we use in classes. We may change and adapt resources as appropriate.

### **Definition**

Sex education is learning about human reproduction, conception and birth.

This is delivered in an age-appropriate way in Years 5 and 6.

Parents have the right to withdraw their child from **non-statutory sex education**.

Parents **cannot withdraw** their child from:

- Relationships Education
- Health Education
- The National Curriculum for Science

The Headteacher will discuss requests with parents to ensure they understand the curriculum and implications of withdrawal.

## **Curriculum Content**

Our curriculum content and some key vocabulary is set out below. However, we may need to adapt this as and when necessary, in response to events in specific classes, year groups or in the community. We will also make changes in line with Government guidance.

Pupils are taught about online relationships, including how they differ from face-to-face relationships, the risks associated with online interactions, and how to stay safe in digital environments.

Pupils are taught about consent and personal boundaries in an age-appropriate way, progressing from understanding personal space and the right to say no in KS1 to recognising pressure, coercion and control in KS2.

### **Nursery:**

Our Nursery children access some materials from our Jigsaw scheme. Lessons are carefully planned to ensure progression from the Early Years to Year 6. The curriculum is taught through a balance of teacher-led inputs, teacher-directed activities and free exploration. Activities are planned within continuous provision to allow children to develop the skills needed to support their wider curriculum learning throughout school. Curriculum leaders have the opportunity to spend time in the Early Years to ensure curriculum coverage and progression.

Our PSHE curriculum is mapped in the following way:

- Being Me in My World (Autumn 1)
- Celebrating Difference (Autumn 2)
- Dreams and Goals (Spring 1)
- Healthy Me (Spring 2)
- Relationships (Summer 1)
- Changing Me (Summer 2)

We have a spiralling curriculum. Aspects of 'Relationship, Health, Sex Education (RHSE) are mostly taught through 'Celebrating Difference', 'Relationships' and 'Changing Me,' although key learning overlaps units and is revisited and consolidated throughout the year.

Eating disorders and self-harm are not taught as standalone units but may be addressed appropriately within safeguarding, wellbeing, or health education where relevant.

We do teach about: healthy diet, 5 ways to wellbeing, self-care techniques, trusted adults, positive body image, pressures from the media. If staff have any concerns or any issues arise, this will be appropriately addressed, and parents will be informed.

We teach about consent, appropriate touch, gender equality, private body parts, healthy/unhealthy relationships and trusted adults. If staff have any concerns or any issues arise, this will be appropriately addressed, and parents will be informed.

E-safety is taught through our Computing curriculum and is regularly revisited through PSHE lessons. The curriculum will be supplemented with events, for example: Anti-Bullying Week, Safer Internet Day, and assemblies.

We may enhance our curriculum with speakers and visitors, for example: community police, School Nurse, NSPCC, and Google. All external visitors are vetted and supervised. Content is

checked in advance to ensure it is age-appropriate, accurate and aligns with statutory guidance and safeguarding requirements.

	Objectives	Some key vocab/learning that is introduced in each year
Rec	<ul style="list-style-type: none"> <li>· I know that I belong to my class.</li> <li>· I can express how I feel in school.</li> <li>· I understand what it means to have kind hands.</li> <li>· I am starting to understand that we all have rights and responsibilities (linked to our school code of conduct).</li> <li>· I can ask for things I want/need using the word 'please'.</li> </ul>	Belonging  Kind hands  Code of conduct  Emoji
Y1	<ul style="list-style-type: none"> <li>· I know that I belong to my class and my family.</li> <li>· I know some ways to make my class a safe and happy place.</li> <li>· I know I feel proud of things can do or have done.</li> <li>· I know some of our school values.</li> <li>· I am beginning to understand that my actions have consequences (linked to our school code of conduct).</li> <li>· I usually use 'please and thank you'.</li> </ul>	Pride  Actions/consequences  Respect  Value  Forgive  Listen  Care  Encourage  Try
Y2	<ul style="list-style-type: none"> <li>· I am starting to recognise when I feel worried and can ask for help.</li> <li>· I can help to make my class a safe and fair place.</li> <li>· I can work cooperatively.</li> <li>· I understand why our school code of conduct is important.</li> <li>· I usually use some conventions of manners and courtesy (please/thank you/holding doors open...)</li> </ul>	Fairness  Cooperation  Manners
Y3	<ul style="list-style-type: none"> <li>· I know some ways to make someone feel welcome and valued.</li> <li>· I recognise how it feels to be happy, sad or scared and can identify when others may be feeling these emotions.</li> <li>· I can work cooperatively in a group and understand some rules for good teamwork.</li> <li>· I understand how my behaviour can bring rewards and consequences for others and me.</li> <li>· I know what tax is and how it is used in our community.</li> <li>· I usually use conventions of manners in everyday interactions, including greetings and asking how someone is.</li> </ul>	Teamwork  Welcome  Rewards/consequences  Good morning/afternoon  Tax

Y4	<ul style="list-style-type: none"> <li>· I am beginning to understand how it feels to be included or left out.</li> <li>· I can name different roles within our school community and can express thanks for their contribution.</li> <li>· I recognise some of my rights and responsibilities within my school community.</li> <li>· I understand that rewards and consequences can motivate people.</li> <li>· I can talk about self-respect and I know how I should expect to be treated by peers.</li> </ul>	<p>Included</p> <p>Left out</p> <p>Lonely</p> <p>Motivation</p> <p>Self-respect</p>
Y5	<ul style="list-style-type: none"> <li>· I know some rights children have in the UN (recall more than 3).</li> <li>· I know our British values.</li> <li>· I understand the term democracy and recognise the importance of having a voice.</li> <li>· I understand how my behaviour can impact others in my school community.</li> <li>· I understand how single-use plastics can be damaging. (Ocean pollution/wildlife and climate change).</li> <li>· I can talk about the benefits and downfalls of renewable and non-renewable energy.</li> </ul>	<p>Democracy</p> <p>Rule of Law</p> <p>Individual Liberty</p> <p>Tolerance</p> <p>Mutual respect and tolerance</p> <p>British Values</p> <p>Plastic pollution</p> <p>Climate change</p> <p>Sustainable energy</p>
Y6	<ul style="list-style-type: none"> <li>· I know we have wants and needs.</li> <li>· I know that children in UN countries have rights (I can name more than 4)</li> <li>· I recognise some ways my wants and needs can differ from children in other countries.</li> <li>· I understand what self-respect is and I know how I should be treated by others, including people in positions of power.</li> <li>· I know that not all countries have the same human rights.</li> <li>· I know that not all countries are democratic.</li> <li>· I understand the importance of self-respect and I know how others (including people in positions of responsibility) should treat me.</li> </ul>	<p>UN Rights of the Child</p> <p>Wants/needs</p> <p>Human rights</p>

Autumn 2: Celebrating Difference (This unit will tie in with the national theme for Anti-bullying Week.)

Objectives	Some key vocab/learning that is introduced in each year
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Rec	<ul style="list-style-type: none"> <li>● I know we are all good at different things.</li> <li>● I understand that being different makes me special.</li> <li>● I know if someone is unkind, I should tell.</li> <li>● I know that being unkind can be bullying.</li> <li>● I can tell you why my home is special.</li> <li>● I know how to be a kind friend.</li> <li>● I know which words I can use to stand up for myself or others if someone is unkind.</li> </ul>	<p>Different strengths</p> <p>Different families – our own families</p> <p>Kind</p> <p>Unkind</p> <p>Bullying</p>
Y1	<ul style="list-style-type: none"> <li>● I can say how others are the same and different to me.</li> <li>● I can identify differences between myself and people in my class.</li> <li>● I know that we can be different and still be friends.</li> <li>● I know that when someone is unkind to the same person more than once, it can be bullying.</li> <li>● I know who I can tell if I experience bullying.</li> <li>● I can say why I am proud of things that make me special and unique.</li> </ul>	<p>Step family</p> <p>Foster family</p> <p>Adoptive families</p> <p>Sibling</p> <p>Single parents</p> <p>Mums</p> <p>Dads</p>
Y2	<ul style="list-style-type: none"> <li>● I can identify similarities between people in my class.</li> <li>● I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</li> <li>● I understand that girls and boys can have similarities and differences.</li> <li>● I know that bullying is repeated and deliberate.</li> </ul>	<p>Gender stereotypes: roles, toys, preferences</p> <p>Deliberate</p> <p>Assumptions</p>
Y3	<ul style="list-style-type: none"> <li>● I understand that, sometimes, we make assumptions based on what people look like</li> <li>● I know that gender doesn't limit choices of toys, hobbies or career choices.</li> <li>● I understand that differences and conflicts sometimes happen between family members and friends.</li> <li>● I know how to calm myself down and can use the 'Solve it together' techniques.</li> <li>● I know that witnesses to bullying can make the situation better or worse.</li> <li>● I know some ways of helping someone who is bullied.</li> <li>● I recognise that some words are used in hurtful ways.</li> <li>● I can give and receive compliments and know how this can feel.</li> </ul>	<p>Gender stereotypes – roles/aspirations</p> <p>Age</p> <p>Disability</p> <p>Witnesses</p> <p>Compliments</p>

Y4	<ul style="list-style-type: none"> <li>● I understand that families can look different but are characterised by love and care.</li> <li>● I appreciate the family/people who care for me.</li> <li>● I know what I could do if a relationship made me feel unsafe or unhappy.</li> <li>● I know how to report online bullying.</li> <li>● I know that bullying can be verbal, indirect and physical.</li> <li>● I know that homophobic language is offensive and damaging.</li> <li>● I know that images in the media are not always real.</li> <li>● I know that my appearance and my characteristics make me special and unique.</li> </ul>	<p>Appreciation</p> <p>Online bullying</p> <p>Homophobic</p> <p>Characteristics</p> <p>Verbal/direct/indirect</p>
Y5	<ul style="list-style-type: none"> <li>● I understand what racism is.</li> <li>● I understand that racism is damaging and not acceptable in our school or community.</li> <li>● I understand rumour spreading and name-calling can be bullying behaviours.</li> <li>● I can explain the difference between direct and indirect bullying.</li> <li>● I know that we all have different characteristics (age/race/gender) and shouldn't discriminate.</li> <li>● I am beginning to understand that I have different characteristics which make up my identity.</li> <li>● I am beginning to understand that my wants and needs may differ to other children around the world.</li> </ul>	<p>Cultural Differences</p> <p>Racism</p> <p>Religion/beliefs</p> <p>Homophobic language</p> <p>Direct/indirect</p> <p>Wants/needs</p>
Y6	<ul style="list-style-type: none"> <li>● I understand that there are different perceptions of what normal is.</li> <li>● I know some characteristics that make up my identity.</li> <li>● I know that some characteristics are protected under British law.</li> <li>● I understand that when people discriminate, it can cause significant harm.</li> <li>● I know that it is right to see everyone's abilities.</li> <li>● I understand what is meant by extremism and understand that it can be damaging to individuals and communities.</li> </ul>	<p>Characteristics</p> <p>British law</p> <p>Extremism</p> <p>Communities</p> <p>Links to history:</p> <p>Suffragettes</p> <p>Holocaust</p>

Spring 1: Dreams and Goals (We have a careers event for Year 5 and 6 children biannually.)

	Objectives	Some key vocab/learning that is introduced in each year
Rec	<ul style="list-style-type: none"> <li>● I understand what a goal is.</li> <li>● I can try hard not to give up.</li> <li>● I can use kind words to encourage people.</li> <li>● I know that I am learning skills that I will need as a grown up.</li> </ul>	<p>Goal</p> <p>Encourage</p>

Y1	<ul style="list-style-type: none"> <li>● I can talk about something I can do well.</li> <li>● I can set myself a simple goal.</li> <li>● I can talk about what I can do to achieve it.</li> <li>● I know there may be obstacles.</li> <li>● I can celebrate things I achieve.</li> </ul>	<p>Obstacle</p> <p>Achieve</p>
Y2	<ul style="list-style-type: none"> <li>● I can talk about things I do well and how this makes me feel.</li> <li>● I can keep trying even when things are difficult.</li> <li>● I know it can be challenging or easy to work with others.</li> <li>● I can work well in a group and can tell you how I worked well in a group.</li> </ul>	<p>Resilience</p> <p>Teamwork</p>
Y3	<ul style="list-style-type: none"> <li>● I can talk about someone who has faced and overcome difficulties.</li> <li>● I can identify a dream or ambition that I have.</li> <li>● I can break a goal into smaller steps.</li> <li>● I can consider ways to overcome obstacles.</li> </ul>	<p>Ambition</p>
Y4	<ul style="list-style-type: none"> <li>● I can tell you about my goals, hopes and dreams.</li> <li>● I understand that goals, hopes and dreams don't always come true.</li> <li>● I know that focussing on positives can help us to deal with disappointment.</li> <li>● I can work cooperatively as a team to complete steps to achieve a goal.</li> </ul>	<p>Disappointment</p> <p>Motivation</p>
Y5	<ul style="list-style-type: none"> <li>● I understand that I will need money for some hopes and dreams.</li> <li>● I can identify a job I want to do and some skills I would need to do to achieve it.</li> <li>● I can consider how someone with a different culture may have different dreams or goals to me.</li> </ul>	<p>Jobs</p> <p>Careers</p> <p>Cultures</p> <p>Aspirations</p> <p>Qualifications</p>
Y6	<ul style="list-style-type: none"> <li>● I know my strengths and recognise I could use them in the workplace.</li> <li>● I understand that I will need to motivate myself.</li> <li>● I know how others can support me and how I can support them to achieve a goal.</li> <li>● I can learn about the skills and training I would need to fulfil some job roles I am interested in.</li> </ul>	<p>Skills</p> <p>Training</p>

	Objectives	Some key vocab/learning that is introduced in each year
Rec	<ul style="list-style-type: none"> <li>● I understand that I need exercise to keep my body healthy.</li> <li>● I understand that moving and resting are good for my body.</li> <li>● I know some foods that are healthy and unhealthy.</li> <li>● I know how to help myself to fall asleep and understand that sleep is good for me.</li> <li>● I know how to wash my hands and that it is important to wash my hands before eating and after going to the toilet.</li> <li>● I recognise the value of some coins and understand that we can use money to buy things (shop role-play).</li> </ul>	<p>Exercise</p> <p>Resting</p> <p>Diet</p> <p>Sleep</p> <p>Handwashing</p> <p>Money</p>
Y1	<ul style="list-style-type: none"> <li>● I know some rules for being safe when crossing roads.</li> <li>● I know some rules for keeping safe in the sun.</li> <li>● I know some healthy choices I can make (diet and exercise).</li> <li>● I know the importance of keeping clean to stop the spread of germs.</li> <li>● I know some household products and medicines can be dangerous if not used properly.</li> <li>● I know what I can do if I am approached by a stranger.</li> <li>● I know what I can do if I ever get lost.</li> <li>● I know some different jobs that people have in our community and that they earn money by doing their jobs.</li> </ul>	<p>Road safety</p> <p>Sun Safety</p> <p>Germs</p> <p>Hazardous products</p> <p>Strangers</p> <p>Jobs in the community</p> <p>Earning money</p>
Y2	<ul style="list-style-type: none"> <li>● I know that brushing my teeth, not eating too much sugar and visiting the dentist are important for healthy teeth and gums.</li> <li>● I know some ways to keep my body healthy (diet/exercise/sleep).</li> <li>● I can talk about ways I can relax.</li> <li>● I know that medicines can make me better but that I must use them safely.</li> <li>● I can sort healthy and unhealthy snacks.</li> <li>● I know that there are different food groups and I need a balanced diet.</li> <li>● I know how to keep safe around water.</li> <li>● I know people can save or spend their money.</li> </ul>	<p>Water safety</p> <p>Food groups</p> <p>Relaxing</p> <p>Revisit road safety/washing hands/sun-safety</p> <p>Saving/spending</p>
Y3	<ul style="list-style-type: none"> <li>● I know what mental health is and why it is important.</li> <li>● I know if I am struggling with a problem, I can talk to someone.</li> <li>● I know the 5 ways to well-being and which self-care techniques work best for me.</li> <li>● I can make suggestions about how to help someone who is feeling stressed, worried or unhappy.</li> </ul>	<p>Mental Health</p> <p>Ways to well-being</p> <p>Stressed/Worried/Unhappy</p> <p>Relax/calm/happy</p> <p>Support</p>

Y4	<ul style="list-style-type: none"> <li>● I know some facts and dangers about smoking, vaping and alcohol.</li> <li>● I know some reasons people may start to smoke, vape or drink.</li> <li>● I can recognise when people are putting pressure on me and know some ways I can resist.</li> <li>● I know how to keep safe near a railway.</li> <li>● I know what it means to budget and how people can prioritise their spending.</li> </ul>	<p>Addiction</p> <p>Peer pressure</p> <p>Railway safety</p> <p>5 steps to wellbeing</p> <p>Revisit water safety/sun safety</p> <p>Budget</p> <p>Renewable/non-renewable energy</p>
Y5	<ul style="list-style-type: none"> <li>● I know the health risks of smoking and can tell you that tobacco affects the lungs, liver and heart.</li> <li>● I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</li> <li>● I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</li> <li>● I understand how the media promotes certain body types and that images may not be real and that we shouldn't be pressured to look a certain way.</li> </ul>	<p>First aid</p> <p>Illegal drugs</p> <p>Anti-social behaviour</p> <p>Body image</p>
Y6	<ul style="list-style-type: none"> <li>● I can take responsibility for my health and make choices that benefit my health and well-being</li> <li>● I know some recreational drugs (legal and illegal) and some negative effects they can have on the body.</li> <li>● I understand that children can be exploited and made to do things that are wrong, dangerous and illegal.</li> <li>● I know some reasons children can join gangs and the risks that this can involve.</li> <li>● I know some different ways of spending money (including borrowing and paying interest) and some risks/benefits.</li> <li>● I know some rules for safe independent travel (including public transport/using mobile phones/road safety).</li> </ul>	<p>Exploitation</p> <p>Gangs</p> <p>Borrowing</p> <p>Interest</p> <p>Debt</p> <p>Legal/illegal</p> <p>Road safety – transition- travelling to school/public transport</p>

	Objectives	Some key vocab that is introduced in each year
Rec	<ul style="list-style-type: none"> <li>● I know I can make friends, and this can stop me from feeling lonely.</li> <li>● I am starting to understand how unkind words can make someone feel sad.</li> <li>● I can use 'calm me time' to make myself feel better.</li> <li>● I know some ways I can be a good friend.</li> </ul>	<p>Being a good friend</p> <p>Lonely</p> <p>Kind/unkind</p>
Y1	<ul style="list-style-type: none"> <li>● I can identify members of my family and recognise that other families are different.</li> <li>● I recognise some ways in which families support and take care of children.</li> <li>● I can identify what being a good friend means to me.</li> <li>● I know appropriate types of physical contact to greet my friends and know which ways I prefer.</li> <li>● I know what bullying is.</li> <li>● I know who can help me in my school community.</li> <li>● I can recognise my qualities as a friend.</li> <li>● I can tell you why I appreciate someone who is special to me.</li> </ul>	<p>Support</p> <p>Care for</p> <p>Good friend</p> <p>Touch</p>
Y2	<ul style="list-style-type: none"> <li>● I know that families can care for and protect each other.</li> <li>● I know some types of physical contact are appropriate and some that are not.</li> <li>● I know that everyone has the right to say no.</li> <li>● I can use positive problem-solving techniques.</li> <li>● I know the difference between good secrets and 'worry secrets'.</li> <li>● I know I should always share worry secrets with a trusted adult.</li> </ul>	<p>Cooperation</p> <p>Trust</p> <p>Worry secrets</p> <p>Acceptable/unacceptable</p> <p>Consent</p> <p>Conflict</p> <p>Compliments</p>
Y3	<ul style="list-style-type: none"> <li>● I know that different family members can have different responsibilities.</li> <li>● I know that friendships can have ups and downs and can be repaired.</li> <li>● I know that violence is never acceptable in relationships.</li> <li>● I know some strategies for keeping safe online.</li> <li>● I know how my actions can impact people around the world (fair trade).</li> <li>● I know some of the UN Rights of the Child.</li> <li>● I know that we have wants and needs.</li> </ul>	<p>Fair trade</p> <p>UN Rights of Child</p> <p>Online relationships – safety</p> <p>Responsibilities</p> <p>Gender roles</p> <p>Social media</p> <p>Risks</p> <p>Equality</p> <p>Justice</p>

Y4	<ul style="list-style-type: none"> <li>● I can identify someone I love and can express why they are special to me.</li> <li>● I know that couples may choose to get married.</li> <li>● I know that marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.</li> <li>● I know that there are different types of weddings that may or may not be religious.</li> <li>● I can recognise situations when we might feel jealousy and recognise how this can cause conflict in relationships.</li> <li>● I am beginning to recognise signs of unhealthy relationships.</li> <li>● I know some strategies that might help someone who has lost a special person or pet.</li> </ul>	Boyfriend/Girlfriend Marriage Legal Wedding Jealousy Loss/grief Healthy/unhealthy relationships
Y5	<ul style="list-style-type: none"> <li>● I know some personal qualities that can lead to unhealthy relationships.</li> <li>● I recognise some risks with online communities/relationships: in App/game purchases,</li> <li>● I understand why age restrictions are needed.</li> <li>● I know that too much screen time can be damaging.</li> </ul>	Grooming Trolling Gambling Addiction Screen time
Y6	<ul style="list-style-type: none"> <li>● I understand what mental health is and understand that sometimes, we may need help and support.</li> <li>● I know some self-care techniques and can consider ones that work best for me.</li> <li>● I understand that there are different types of loss that can cause people to grieve.</li> <li>● I can recognise when people are trying to gain power or control over myself or others.</li> <li>● I can recognise pressures to take risks online.</li> <li>● I know the responsibilities I have when communicating online.</li> </ul>	Self-care techniques Grief

Summer 2: Changing Me (Children will have transition days in their new classes in preparation for September). Wherever possible, they will meet and work with their new teacher. Wherever possible, our Year children will have a transition day at their new high school.

	Objectives	Some key vocab/learning that is introduced in each year
Rec	<ul style="list-style-type: none"> <li>● I can name parts of my body. (Heads Shoulders Knees and Toes)</li> <li>● I can talk about healthy foods.</li> <li>● I can tell you some feelings I have about moving to Year 1</li> <li>● I can talk about my favourite memories of Reception.</li> </ul>	Change Memories

Y1	<ul style="list-style-type: none"> <li>● I can identify non-private body parts.</li> <li>● I know the NSPCC PANTS message – I know that what is in my pants is private.</li> <li>● I know who I can talk to if my body isn't being respected by somebody.</li> <li>● I know some ways I can positively deal with change.</li> <li>● I know about some simple animal life cycles (including human).</li> </ul>	<p>Private body parts</p> <p>Trusted adults</p> <p>Life cycles</p> <p>Respected</p>
Y2	<ul style="list-style-type: none"> <li>● I know that some body parts are private.</li> <li>● I know when it is appropriate to talk about private body parts</li> <li>● I know the NSPCC PANTS message – I know that what is in my pants is private</li> <li>● I know who I can talk to if my body isn't being respected by somebody</li> <li>● I am developing some positive strategies to deal with change</li> </ul>	<p>Private body parts</p> <p>Trusted adults</p> <p>Life cycles</p> <p>Respected</p> <p>Appropriate</p>
Y3	<ul style="list-style-type: none"> <li>● I can name some private male and female body parts (penis, vagina).</li> <li>● I know when it is appropriate to talk about private body parts.</li> <li>● I know who I can talk to if my body isn't being respected by somebody.</li> <li>● I know some ways I can positively deal with change.</li> <li>● I know some ways in which families take care of babies.</li> </ul>	<p>Private</p> <p>Penis</p> <p>Vagina</p>
Y4	<p>Opportunity for female only group teaching - bodies getting ready to have a baby in the future (if you choose to) at the start of Year 4.</p> <p>All pupils are taught about menstruation later in the year as part of the statutory Health Education curriculum.</p>	<p>Period</p> <p>Sanitary towel</p> <p>Sanitary bin</p>
	<ul style="list-style-type: none"> <li>● I know correct names for some private body parts (penis, vagina, testicles, anus, breasts)</li> <li>● I know everyone is different. Puberty usually begins between 8 - 13 for girls and 9-14 for boys.</li> <li>● I know external changes that happen to male and female bodies during puberty.</li> <li>● <b>I know some key facts about menstruation - all children.</b></li> <li>● I know that personal hygiene is even more important once puberty begins.</li> <li>● I know who I can talk to if I have any worries or questions.</li> <li>● I know I can't always control or choose changes that I will experience but I know self-care strategies to help me cope.</li> </ul>	<p>Menstruation: Period</p> <p>Vagina</p> <p>Testicles</p> <p>Anus</p> <p>Breasts</p> <p>Pubic hair/hair underarms</p> <p>Puberty</p>

<p>Y5</p>	<ul style="list-style-type: none"> <li>● I know some external and internal changes that occur during puberty that are needed for reproduction in the future.</li> <li>● I can explain the menstrual cycle and how this links to reproduction.</li> <li>● I know that males produce sperm in their testicles and this is needed for reproduction in the future.</li> <li>● I know that males can experience erections</li> <li>● I understand the concepts of consent and appropriate/inappropriate touch</li> </ul> <p><i>In science lessons, children will be taught to:</i></p> <p><i>Describe the life process of reproduction in some plants and animals.</i></p>	<p>Erection</p> <p>Sanitary products</p> <p>Vulva</p> <p>Fertilisation</p> <p>Ovaries</p> <p>Egg</p> <p>Fallopian tube</p> <p>Womb</p> <p>Cervix</p>
	<p><b>Parents may choose to withdraw from:</b></p> <ul style="list-style-type: none"> <li>● I know what sexual intercourse is and that it can lead to pregnancy.</li> <li>● I know the legal age of consent.</li> </ul>	<p>Ejaculation</p> <p>Intercourse</p> <p>Legal age of consent</p>
<p>Y6</p>	<p>Revisit of Year 5</p> <ul style="list-style-type: none"> <li>● I know that filtered images in the media can be damaging for self-esteem.</li> <li>● I know that what people post online doesn't always reflect their real lives.</li> <li>● I know the gestation period for humans.</li> </ul>	<p>Filtered images</p> <p>Gestation period</p>
	<p><b>Parents may choose to withdraw from:</b></p> <ul style="list-style-type: none"> <li>● I know what sexual intercourse is and that it can lead to pregnancy.</li> <li>● I know the legal age of consent.</li> </ul>	<p>Ejaculation</p> <p>Intercourse</p> <p>Legal age of consent</p>

Our curriculum covers the statutory Relationships Education and Health Education content as defined by the Department for Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Physical health and mental wellbeing

Pupils are taught that families can take many forms, including single parents, adoptive families, foster families and families with same-sex parents.

Reviewed February 2025

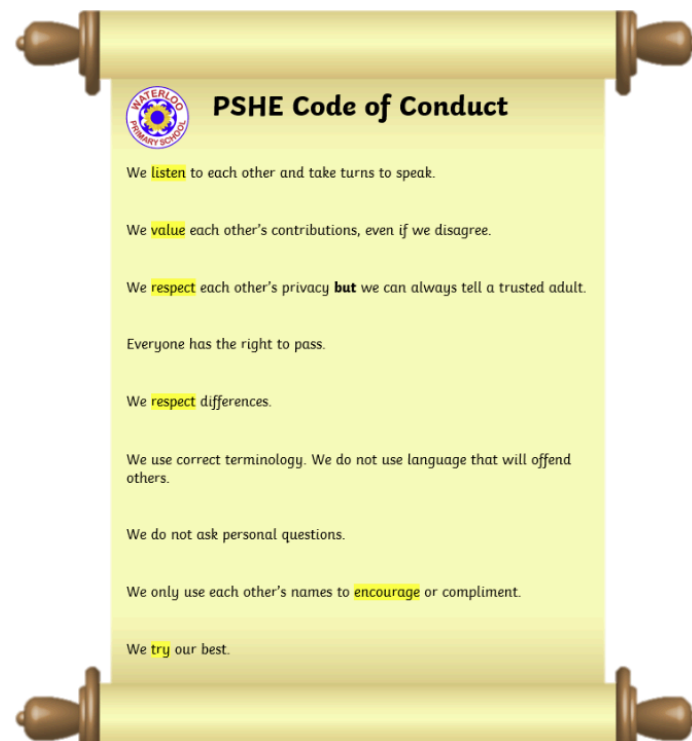
Menstruation is taught to all pupils as part of the statutory Health Education curriculum, although opportunities may be provided for single-sex discussion where appropriate.

Sensitive issues such as harmful behaviour, exploitation, or abuse are addressed in an age-appropriate way where necessary to support safeguarding.

## **Teaching and Learning**

In usual circumstances, PSHE lessons will be taught weekly by class teachers. Lessons are delivered in a sensitive and age-appropriate manner.

We have a PSHE Code of Conduct which children are reminded of regularly.



### **Difficult Questions:**

If pupils ask questions outside the scope of this policy, teachers may provide an age-appropriate response on a 1:1 basis or may contact you to inform you of their question. This is to limit the likelihood of them looking for answers online.

Teachers will not promise confidentiality to pupils. If a concern is raised, it will be shared with the Designated Safeguarding Lead in line with safeguarding procedures.

### **Distancing Techniques:**

Teachers may use a class mascot or scenarios to make lessons less personal and to encourage children to speak more freely. This can reduce any *awkward* feelings or embarrassment.

### **Adaptive Teaching:**

Reviewed February 2025

At Waterloo Primary School, we ensure that we maximise learning opportunities for all by using adaptive teaching.

At Waterloo Primary School, we ensure that we maximise learning opportunities for all. Adaptive teaching means lessons and tasks are appropriate for all pupils and they can access and be successful in their learning. All children receive high quality teaching and reasonable adjustments are made to resources and approaches.

In PSHE and RSHE, this may take the form of:

- Breaking down content into smaller chunks/steps
- Scaffolding and modelling, using a 'thinking out loud' technique
- Pre-teaching and pre-reading about a subject
- Varying levels of support
- Removing unnecessary expositions (unnecessary language)
- Alternative methods of recording
- Adapted physical resources (keyboards, pencil grips, scissors, larger spaces to record...)
- Reframing questions
- Intervening appropriately
- Flexible groupings – smaller grouping where appropriate
- Make connections to previous learning and supporting children to remember more through various strategies through quizzes, mind maps
- Adapting thinking time to process information
- Use of visuals such as task planners, pictures and diagrams
- Extending tasks with more choice, freedom to select resources and open ended challenges

Seeking to understand pupils' differences, including their differing prior knowledge and experience and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way is likely to increase pupil success.

Where, despite adaptive teaching approaches, a pupil is working significantly below age related expectations, they may require a more bespoke and personalised curriculum in order to achieve success.

#### Staff Development/Confidence:

Teachers have access to DFE guidance, Jigsaw guidance and guidance from PSHE Association. Where staff feel their own personal beliefs, attitudes may influence their teaching of sensitive matters, they must raise this with a member of the school leadership team. We will have at least one training session for teachers each year.

#### Assessment:

Teacher assessments will be based on observations of relationships and behaviour towards others, discussions and verbal answers and pictorial or written responses. Assessment focuses on pupils' knowledge, understanding and application of skills.

#### Reporting to parents:

Parents will have the opportunity to discuss children's progress (2 parent's evenings annually). A written report will be provided at the end of the school year.

This policy is available to parents on the school website. Parents are consulted on RSHE provision and informed of curriculum content.

Reviewed February 2025

Parents wishing to withdraw children from the outlined components of sex education can do so using this form:

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

The RSHE curriculum is monitored and reviewed by the PSHE lead and senior leadership team through planning scrutiny, lesson observations and pupil voice.

Policy reviewed by: Miss Wilson (Assistant Head/PSHE Lead) February 2025

Review Date: July 2026

Reviewed February 2025