



ALEC REED ACADEMY
PROUD TO LEARN

PSHE Policy

Primary Phase

Policy Owner:	Katie Smith	Approved By:	Board of Trustees/ Principal/ Leadership Team
Target Audience:	Primary Phase	Requirement to Publish on Website:	Yes
Purpose:		Statutory Policy:	No
Review Date:	January 2024	Approval Date:	January 2023

1. Aims

Our personal, social, health and economic education (PSHE) programme promotes children's personal, social, and economic development, as well as their physical and mental health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Alec Reed Academy Primary, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of our curriculum; it is central to our approach and at the core of our ethos. Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Our PSHE curriculum is split into three main topics: Health and Wellbeing (taught in the Autumn term), Living in the Wider World (taught in the Spring term) and Relationships Education (taught in the Summer term).

The Health and Wellbeing topic aims to ensure children:

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Know and understand how to use medicines safely
- Know and understand the difference between legal and illegal drugs
- Understand what constitutes a healthy friendship
- Are able to recognise different types of bullying and explain how to keep safe
- Are able to identify varying emotions in themselves and other are able to talk about and share these feelings
- Be aware of safety issues, including how to respond in an emergency
- Be positive and active members of a democratic society.

The Living in the Wider Worlds topic aims to ensure children:

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.
- Know how to keep themselves safe and who to talk to if they are worried or scared
- Challenge stereotypes in all forms
- Identify a range of emotions in themselves and others
- Explain how to keep safe online and how to be critical thinkers about online content

The Relationships topics aims to ensure children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Know the correct vocabulary to describe themselves and their bodies;
- Are prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Develop feeling of self-respect, confidence and empathy;
- Recognise healthy friendships;
- Are provided with a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

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. We must teach relationships and health education under the [DfE statutory guidance](#)

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships Education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the appendix 1, 2 and 3 for a detailed overview of the topics and themes that are taught in each year group during each term.

3.2 How we teach it

PSHE forms an integral part of our school ethos and values. It permeates our entire school curriculum.

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There is a dedicated time each week in the children timetable where PSHE will be taught, in every year group in order to develop themes and share ideas, e.g. circle time, discussion, group work.
- Opportunities will also be found within other curriculum areas, e.g. links with drama and role play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices
- Activities will be provided as group, class or school events and initiatives e.g.: community projects, school productions, assemblies for parents and friends, celebration assemblies and an annual residential trip for Year 6.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.
- Daily reflection is shared with children to promote discussion
- Weekly assemblies are based around a PSHE topic

In the Foundation Stage of the EYFS Curriculum, PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional, and social development.

As a school we use the Ealing PSHE scheme of work to deliver PSHE, alongside using some additional accredited resources. This scheme of work was last updated in March 2020 and meets all statutory requirements for health and relationships education. The Children and Social Care Act and the Equality Act also underpin this curriculum. The medium-term plans for PSHE can be found in appendix 1, 2 and 3.

PSHE specific days are timetabled to take place once every half term. PSHE will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of PSHE, parents will be informed.

Alec Reed Academy Primary believes that PSHE should meet the needs of all pupils. Our school is committed to the provision of PSHE to all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of PSHE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged

3.3 Assessment and monitoring

We assess children's work in PSHE by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each academic year. The Ealing PSHE scheme of work has opportunities for baseline and endline assessments which enable teachers to assess prior knowledge as well as knowledge and understanding gained through lessons and topics.

Evidence from the lesson will be inserted into a class PSHE scrapbook. This scrapbook is used to gather samples of learning from across the year.

The PSHE subject lead uses these class scrapbooks to monitor and assess the teaching of PSHE across the school. These demonstrate what the expected end of year outcomes are in PSHE for each year group. We also talk to pupils regularly to find out what they are learning and how they respond to PSHE.

Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves

supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Staff are encouraged to attend relevant courses and keep abreast of current and evolving practice and legislation.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE lead through learning walks, book looks and pupil conferencing sessions. etc.

This policy will be reviewed by every 2 years. At every review, the policy will be approved by the governing board and headteacher.

6. Links with other policies

This policy links to the following policies and procedures (delete/add as appropriate):

- Child Protection and Safeguarding policy
- E-Safety policy
- Relationships Education policy
- SEND policy
- Packed Lunch Policy
- Anti-bullying policy
- Equality policy
- Prevent policy

Appendix 1:

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	
Whole school assembly based on setting goals. The assembly will look at different types of athletes, different people who have set goals and how they achieved their goal. Every child is to set themselves a goal and outline how they are going to achieve their goal. This lesson will focus on looking at different	<p>Nursery:</p> <ul style="list-style-type: none"> ◦ Getting to know others ◦ Recalling names ◦ Recognising similarities and differences between people in the class ◦ Identifying what is special about themselves ◦ Exploring feelings that you may have starting nursery i.e. anxious, nervous, sad ◦ Celebrating achievements ◦ Recognising what children can do ◦ Setting and achieving simple goals ◦ Recognising qualities of a good friend ◦ Understanding how to recognise and respond to 	<p>Year 1:</p> <ul style="list-style-type: none"> ◦ To set a goal ◦ To understand and explain how to keep teeth healthy ◦ To understand the importance of food ◦ To understand the difference between healthy and unhealthy foods ◦ To understand the importance of variety on a diet ◦ To explain how to use medicine safely ◦ To explain what voting is and why it is important Link to Student Council Elections ◦ To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week ◦ To identify and explain a range of 	<p>Year 3:</p> <ul style="list-style-type: none"> ◦ To set a goal ◦ To explain what food groups make up meals ◦ To understand how food choices can contribute to tooth decay ◦ To explain what a drug is ◦ To categorise drugs ◦ To explain the effects of passive smoking ◦ To understand the effects of caffeine ◦ To explain democracy and explain why democracy is important Link to Student Council Elections ◦ To explain the difference between unkindness and bullying Link to Anti-Bullying week 	<p>Year 5:</p> <ul style="list-style-type: none"> ◦ To set a goal ◦ To explain what makes a healthy meal Link to Eat Like A Champ ◦ To explain the importance of nutrients and fibre Link to Eat Like A Champ ◦ To explain the importance of hydration Link to Eat Like A Champ ◦ To understand the importance of portion control Link to Eat Like A Champ ◦ To interpret and understand information on feed labels Link to Eat Like A Champ ◦ To explain what makes a situation fair or unfair. Link to Student Council Elections ◦ To explain how being excluded can affect people and to explain what to do if they are being bullied/witness 	Each class will celebrate achieving goals. Even if children have not achieved their goal, celebrate the steps they are taking to achieve goal. As a school come together and celebrate how children/staff worked towards different goals and the skills they used to do this. <u>End of term:</u> Whole school

<p>types of goals e.g. academic, sporting, and personal. Each class will create a goal setting display, outlining goals and the steps to achieving these goals. Pupils to complete assessment sheet – see assessment sheet and guidance</p>	<p>bullying Link to Anti-Bullying week</p> <ul style="list-style-type: none"> ◦ Working with another child ◦ Importance of keeping clean ◦ Oral health <p>Reception:</p> <ul style="list-style-type: none"> ◦ Recognising a range of emotions i.e. happy, sad, excited ◦ Recalling names ◦ Recognising what make them special ◦ Recognising similarities and differences between people in the class ◦ Recognising what children can do ◦ Setting and achieving simple goals ◦ To identify the qualities of a good friend ◦ To identify and respond to bullying Link to Anti-Bullying week 	<p>positive and negative emotions</p> <ul style="list-style-type: none"> ◦ To understand how to share feelings ◦ To understand how to keep my body and mind healthy <p>Year 2:</p> <ul style="list-style-type: none"> ◦ To set a goal ◦ To identify healthy and unhealthy foods ◦ To explain what a healthy snack is ◦ To name the 5 food groups ◦ To identify foods within each of the food groups ◦ To understand the importance of eating fruit and vegetables ◦ To explain how to stay safe around harmful substances ◦ To identify the risks associated with smoking ◦ To explain what parliament is and why it is important ◦ To identify different types of bullying and explain what to do if they are being/witness <p>Link to Student Council Elections</p>	<ul style="list-style-type: none"> ◦ To explain what conflict is and ways of resolving conflict ◦ To explain what to do if conflict escalates ◦ To explore the benefits of exercise ◦ To explain how to keep my body and mind healthy ◦ To explain how and when to share feelings ◦ To explain a healthy lifestyle <p>Year 4:</p> <ul style="list-style-type: none"> ◦ To set a goal ◦ To explain how food gives us energy ◦ To explain why nutrients are important ◦ To explain the risks and dangers associated with smoking ◦ To explain the risks associated with alcohol ◦ To understand how democracy works in the UK Link to Student Council Elections ◦ To understand the role of the bully, bystander and victim 	<p>bullying. Link to Anti-Bullying week</p> <ul style="list-style-type: none"> ◦ To explore the risks associated with drug use ◦ To challenge misconceptions about drug users ◦ To explain what peer pressure is and how to challenge it ◦ To explain how to keep my body and mind healthy ◦ To explain how and when to share feelings ◦ To explain a healthy lifestyle <p>Year 6:</p> <ul style="list-style-type: none"> ◦ To set a goal ◦ To understand the importance of exercise ◦ To explain the risks associated with alcohol ◦ To understand the risks associated with cannabis and volatile substance abuse ◦ To understand how a parliamentary debate takes place in the House of Commons Link to Student Council Elections ◦ To understand explain difference and similarities. Link to Anti-Bullying week 	<p>Health Fair or Healthy Lifestyles Day to celebrate and showcase knowledge learned over the term. Children to have stalls/create posters for Health Fair or Healthy Lifestyles Day</p>
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	<ul style="list-style-type: none"> ◦ To describe how to make friends and play with other children ◦ To understand the importance of keeping clean including handwashing ◦ To explain why exercise is good for our body and mind ◦ To understand the importance of keeping teeth clean 	<p>bullying Link to Anti-Bullying week</p> <ul style="list-style-type: none"> ◦ To explain what conflict is and ways of resolving conflict ◦ To explain that to do if conflict escalates ◦ How to call 999 	<p>in a bullying scenario Link to Anti-Bullying week</p> <ul style="list-style-type: none"> ◦ To develop critical think skills about information available inline. This includes thinking critically about information, people who may try to talk to you and images online. ◦ To explore the benefits of exercise ◦ To explain how to keep my body and mind healthy ◦ To explain how and when to share feelings ◦ To explain a healthy lifestyle 	<ul style="list-style-type: none"> ◦ To develop critical think skills about information available inline. This includes thinking critically about information, people who may try to talk to you and images online. ◦ To explain how to keep my body and mind healthy ◦ To explain how and when to share feelings ◦ To explain a healthy lifestyle 	
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Appendix 2:

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	
<p>This topic will begin with an assembly based on different charities. (Please see PowerPoint and assembly guidance in resources folder to use during this assembly, schools may also choose to add different charities to this PowerPoint) This assembly will also launch 'bank' in each class, where</p>	<p>Nursery:</p> <ul style="list-style-type: none"> ◦ PANTS- keeping safe ◦ Celebrating similarities and differences ◦ Recognising special people in our lives ◦ Understanding different types of families ◦ Understanding how we are all different ◦ Understanding how to celebrate being different ◦ Exploring gender stereotypes ◦ Understanding how to stay safe online ◦ Explaining who to tell if you are worried or scared ◦ To identify, manage and 	<p>Year 1:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To understand the difference between wants and needs ◦ To celebrate achievements ◦ To celebrate the achievements of others ◦ To fundraise money for a charity ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how you can keep yourself safe at home ◦ To explain how to keep safe at home ◦ To explain the difference between good and bad secrets ◦ To know when and how to call 999 	<p>Year 3:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes <p>Year 4:</p>	<p>Year 5:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To understand deductions that are taken from payslips ◦ To explain what budgeting is and why it is important ◦ To explain what migration is ◦ To explain why people need to migrate ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To understand mental health ◦ To understand how to talk about feelings ◦ To understand how to look after our mental health 	<p>This topic will end with a whole school assembly which will celebrate the class with the most 'money.' (Please see PowerPoint and assembly guidance in resources folder to use during this assembly) This topic will end with a whole school fundraising day based on class chosen charity –</p>

<p>class can earn money (tokens) for different things. Explain class with most 'money' at end of term will win a prize. (Please see guidance in resources folder, schools may wish to add to the things that earn classes 'money') Each class to go back to class to complete Spring Term Lesson 1. Goal for this term will be to raise money for a charity and explain how they will raise money</p>	<p>express a range of emotions</p> <ul style="list-style-type: none"> ◦ To explain what charity is and explain why people donate to charities ◦ How to keep our body and mind healthy ◦ The benefits of exercise <p>Reception:</p> <ul style="list-style-type: none"> ◦ PANTS – keeping safe ◦ Top recognise what makes us proud ◦ To recognise our achievements ◦ To celebrate the achievements of others ◦ To explore assertive skills ◦ To explain who we are similar and different ◦ To explore gender stereotypes ◦ To explore different types of families 	<ul style="list-style-type: none"> ◦ To understand the PANTS rule <p>Year 2:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain the difference between wants and needs ◦ To explore life in different countries ◦ To explain how their life is different to the lives of children in other countries ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To explain how to keep safe around fire ◦ To explain the risks associated with fire ◦ To explore gender stereotypes ◦ To know when and how to call 999 ◦ To understand the PANTS rule 	<ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explain how to save and the benefits of saving ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To understand how stereotypes can label people ◦ To explain how to break gender stereotypes ◦ To explain how and why to share emotions ◦ To explain how to keep your mind healthy ◦ To explain trust online ◦ To explain critical thinking skills 	<ul style="list-style-type: none"> ◦ To explore gender stereotypes ◦ To explain why it is important to challenge gender stereotypes <p>Year 6:</p> <ul style="list-style-type: none"> ◦ To understand what charity is and explain why people donate to charity ◦ To fundraise money for a charity ◦ To explore the anxieties around transition ◦ To understand mental health and how to talk about feelings ◦ To understand the importance of sleep ◦ To understand the reasons people may be homeless ◦ To explain what hidden homelessness is ◦ To challenge stereotypes associated with homelessness ◦ To explain how to keep safe online ◦ To identify who to talk to if you are worried or scared about something ◦ To identify risks that they may face ◦ To understand what risky behaviours are 	<p>Spring Term Lesson 6 This event should be celebrated as a school</p>
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	<ul style="list-style-type: none">◦ Understanding how to stay safe online◦ Explaining who to tell if you are worried or scared◦ To identify, manage and express a range of emotions◦ To explain what charity is and explain why people donate to charities			<ul style="list-style-type: none">◦ To challenge gender stereotypes	
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Appendix 3:

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	
Whole school launch assembly based on being a good friend. Discussing what it means to be a good friend and what qualities good friends have. Children go back to class and set themselves a goal 'Be the friend you want to have.' Children to draw/write about what qualities and skills	<p>Nursery:</p> <ul style="list-style-type: none"> ◦ To explore the feeling of loss ◦ To explore feeling lonely ◦ To identify important people in our lives ◦ To identify special people in our lives ◦ To explain why we have friends ◦ To identify the qualities of a good friend ◦ To identify what makes us happy or sad ◦ To identify basic ways to use medicine correctly ◦ To explain how to manage difficult feelings ◦ To explain how and why to keep clean 	<p>Year 1:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To explain what a compliment is and why it is important ◦ To recognise our achievements ◦ To identify places and people who make me feel safe. ◦ To explain why these places and people make us feel safe ◦ To explain why good friends are important and explore how to make new friends ◦ To understand good friendships and saying no ◦ To understand what 'bad' secrets are ◦ To explain who is in their family, while recognising families are different 	<p>Year 3:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To identify positive thoughts and how positive thoughts can affect us ◦ To explore the concept of self-talk and identify how this can help us ◦ To identify what makes a healthy relationship and explain what makes a good friend ◦ To understand peer pressure and saying no ◦ To discuss personal boundaries ◦ To explain who is in their family, while recognising families are different ◦ If covering FGM lessons: ◦ To know you can say no to bad touch ◦ To understand that FGM is not a rite of passage 	<p>Year 5:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To understand online pressure ◦ To explain how to use games and apps safely ◦ To understand peer pressure and saying no online ◦ To understand healthy friendships ◦ To understand how to identify good friendships ◦ To understand benefits of a growth mind-set and explain how to develop a growth mind-set ◦ To explain who is in their family, while recognising families are different ◦ To understand the physical and emotional changes that happened during puberty 	Throughout the unit, celebrate friends and kindness through an appreciation board in classrooms and in staffrooms. Have a secret spotter who looks out for people being kind, these people (staff and adults) are celebrated in assembly. Whole school to come together at the end of the theme to discuss

<p>they will need to be a great friend to someone. Create a whole school display. Pupils to revisit assessment sheet from Autumn – see assessment sheet and guidance.</p>	<ul style="list-style-type: none"> ◦ To identify people in their family <p>Reception:</p> <ul style="list-style-type: none"> ◦ To understand the terms fair and unfair and identify what is fair and unfair ◦ To explore different types of families ◦ To identify special people in our lives and explain why these people are special ◦ To begin to break gender stereotypes ◦ To begin to challenge gender stereotypes ◦ To explain how to use medicine safely ◦ To identify how things can change ◦ To begin to prepare for change ◦ To explain why 	<ul style="list-style-type: none"> ◦ To explain how they have grown and changed <p>Year 2:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To explain how to keep ourselves safe <p>Link to PANTS rule</p> <ul style="list-style-type: none"> ◦ To understand what pride is and identify what makes us proud ◦ To explain why it is important to feel proud ◦ To explain what makes us proud of other people ◦ To understand what makes a good friend ◦ To identify how we can be a good friend to others ◦ To understand emotions ◦ To explain how to talk about feelings and emotions ◦ To name private parts of their body using correct vocabulary ◦ To explain who is in their family, while recognising families are different 	<ul style="list-style-type: none"> ◦ If you are NOT covering FGM lessons: ◦ To understand what dementia is and how it is related to memory ◦ <p>Year 4:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To understand a growth mind-set and how it can affect us ◦ To understand rights in a friendship and to explain why it is important to know these rights ◦ To understand responsibilities in a friendship and explain why it is important to know these responsibilities ◦ To understand healthy friendships and saying no ◦ To explain how to keep your mind healthy ◦ To explain who is in their family, while recognising families are different ◦ To begin to understand the basic changes that happen during puberty ◦ To begin to understand menstruation 	<ul style="list-style-type: none"> ◦ If covering FGM lessons: ◦ To understand the difference between culture and religion ◦ To know I have the right to say no. ◦ If you are NOT covering FGM lessons: ◦ To know the types of difficulties people with dementia may experience <p>Year 6:</p> <ul style="list-style-type: none"> ◦ To identify the qualities of a good friend ◦ To understand how to develop positive self-talk ◦ To explore positive friendships and explain what makes a friendship successful ◦ To gain basic first aid skills ◦ To explain who is in their family, while recognising families are different ◦ To understand the physical and emotional changes that happened during puberty 	<p>good friends and good friendships</p>
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	<ul style="list-style-type: none"> ◦ To explain how and why to keep clean ◦ To identify people in their family ◦ change is good 		<ul style="list-style-type: none"> ◦ <i>If covering FGM lessons:</i> ◦ To understand aspects of discrimination ◦ To understand that every individual no matter what their gender should be treated with equal respect and opportunities ◦ <i>If you are NOT covering FGM lessons:</i> ◦ To explore how dementia affects the whole family ◦ To explore how assistive technologies can help people living with dementia 	<ul style="list-style-type: none"> ◦ To understand healthy on and offline friendships ◦ If covering sex education: ◦ To understand human reproductive system ◦ <i>If covering FGM lessons:</i> ◦ To understand how beauty is portrayed around the world. ◦ To know I have the right to say no. ◦ <i>If you are NOT covering FGM lessons:</i> ◦ To know the types of difficulties people with dementia may experience ◦ To explore ways in which communities can support people living with dementia 	
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