



**BELMONT PRIMARY SCHOOL**  
**SRE AND PSHE POLICY**  
**Sept 2024**

Date approved by governors: .....

Date shared with staff .....

Date of review: Reviewed September 2024

Date of next review: July 2026

## **Mission Statement**

We would like Belmont to be a safe place, where pupils, staff, parents and the community work together in an atmosphere of mutual respect, to achieve the full potential of all individuals in the context of well-ordered, happy and purposeful learning environment.

## **Rationale**

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged (PSHE Association, April 2020). We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

## **Aims and Objectives of PSHE and RSE**

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. RSE should always be taught within a broader PSHE education programme if it is to be effective. RSE includes topics such as anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making. The aims of personal, social, health and citizenship education are to enable the children to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Encourage pupils to value themselves and others.
- Allow pupils to acknowledge and appreciate difference and diversity.
- Teach pupils how to make informed choices.
- Prepare pupils to be positive and active members of a democratic society.
- Teach pupils to understand what constitutes a safe and healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Promote safety in forming and maintaining relationships.
- Provide pupils with a toolkit for understanding and managing their emotions.
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others.
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## **Statutory Requirements**

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

We have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE Co-Ordinator, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
4. Ratification – the policy was shared with and reviewed and approved by the full Governing Body.

## **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## **Delivery of PSHE and RSE**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum, and other aspects are included in Religious Education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Pupils also receive stand-alone sex education sessions delivered by school staff and trained health professionals.

## **Curriculum**

We have developed the curriculum, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We have developed our own PSHE scheme of work for Years 1-6, which incorporates the Curriculum4life Scheme, SEALs Scheme, Lucinda and Godfrey Scheme and Espresso (Discovery Education). Resources from the Global Dimensions Scheme and Drugs and Alcohol lessons and resources are also available.

This curriculum is in line with and informed by the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance and the PSHE Association guidance document.

Our RSE curriculum is set out as in Appendix 1 but may need to be adapted as and when necessary.

## **Roles and responsibilities**

### **The Governing Body**

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### **Pupils**

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

## **Parents' right to withdraw**

Relationships and sex education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the DFE Sex and Relationship Guidance for 2020, parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## **Training**

Staff training on RSE is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Monitoring Arrangements**

The delivery of RSE is monitored through learning walks, observations and book audits.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually.

## **The role of the Subject Leader**

- To review and update the PSHE policy.
- To assist in the development of the School Development Plan.
- To report to the Head Teacher and Governing Body about findings and plans to raise standards.
- To plan and lead staff meetings and professional development days.
- To manage the PSHE budget producing a plan for priority purchasing of resources.
- To ensure appropriate INSET is provided for the teaching staff and support staff.
- To liaise with the Inclusion Co-ordinator and class teachers to support planning of work for S.E.N and G&T pupils.
- To liaise with the I.C.T. Co-ordinator to develop the ICT based aspects of the PSHE curriculum.
- To liaise with LA consultants and outside agencies as appropriate.

## **Equal opportunities**

PSHE activities should be planned to encourage full and active participation by all children, irrespective of ability and every attempt made to integrate children with Special Needs as well as those that are more able and talented. Pupils will work in a variety of situations that may include similar ability, mixed ability and mixed gender groupings. Purchased resources will take into account gender and ethnic issues. If necessary, provision will be made for pupils requiring specialist support related to their language or culture. Access to the curriculum for pupils with physical disabilities will be planned for according to each individual need.

## **Special Educational Needs**

General information can be found in the school SEN policy.

Children with SEN are taught within the PSHE lesson and are encouraged to take part when and where possible.

When additional support staff are available to support groups or individual children they work collaboratively with the class teacher.

## **Behaviour**

General information can be found in the school behaviour policy.

## **Health and Safety**

General information can be found in the school policy.

## **The Governing Body**

Subject Leader, Rachel Cook, makes a presentation on the raising of standards about the development of PSHE across the school.

### **Note**

This PSHE and citizenship policy should be read in conjunction with the policies on Behaviour Management, Drug Education and Sex Education.

## Appendix 1

### 2020 PSHE Curriculum

#### Relationships Education, Relationships and Sex Education (SRE) and Health Education.

<b>Curriculum Expectation</b>  <u>Area of learning</u> <b>Learning objective</b> <ul style="list-style-type: none"> <li>KPI</li> </ul>	<b>Year Group</b>	<b>Resources/Schemes of Work/Other Curriculum Areas</b>
<u><b>Relationships Education</b></u>  <b>Families and people who care for the pupil.</b> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives.</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<b>R</b>	<u>SEALS</u> - New Beginnings. <u>SEALS</u> - Getting on and Falling Out <u>SEALS</u> - Relationships.
	<b>1</b>	<u>Curriculum4life</u> - Me, Myself and You, Online Safety and Playing Safe
	<b>2</b>	<u>Curriculum4life</u> - Playing Safe, Online Safety, Me, Myself and You and Life Skills
	<b>3</b>	<u>Curriculum4life</u> - Me, Myself and You and Playing Safe <u>Lucinda and Godfrey</u> - Growing and changing, respecting views and feeling comfortable if touched i.e a family member giving a hug.
	<b>4</b>	<u>Curriculum4life</u> - Me Myself and You and Playing Safe
	<b>5</b>	<u>Curriculum4life</u> - Me, Myself and You and Playing Safe
	<b>6</b>	<u>Curriculum4life</u> - Life Skills and Playing Safe

<p><b>Caring friendships.</b></p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	R	<p><a href="#">SEALS</a> - New Beginnings.  <a href="#">SEALS</a> - Getting on and Falling Out  <a href="#">SEALS</a> - Relationships.</p>
	1	<p><a href="#">Lucinda and Godfrey</a> - introduces the concept of friendship and trust and how to be a friend.  <a href="#">Curriculum4life</a> - Me, Myself and You and Playing Safe</p>
	2	<p><a href="#">Curriculum4life</a> - Me, Myself and You and Playing Safe</p>
	3	<p><a href="#">Curriculum4life</a> - Me, Myself and You, Playing Safe and Online Safety</p>
	4	<p><a href="#">Curriculum4life</a> - Me, Myself and You, Online Safety and Playing Safe</p>
	5	<p><a href="#">Curriculum4life</a> - Me, Myself and You and Playing Safe</p>
	6	<p><a href="#">Curriculum4life</a> - Changing Bodies, Me, Myself and You, Playing Safe and Online Safety.</p>
<p><b>Respectful relationships.</b></p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	R	<p><a href="#">Lucinda and Godfrey</a> - To appreciate the similarities and differences between boys and girls, including the correct names of body parts. Friendships.  <a href="#">SEALS</a> - New Beginnings.  <a href="#">SEALS</a> - Getting on and Falling Out  <a href="#">SEALS</a> - Relationships.</p>
	1	<p><a href="#">Curriculum4life</a> - Me, Myself and You, Life Skills, Mind and Body and Playing Safe.</p>
	2	<p><a href="#">Curriculum4life</a> - Me, Myself and You, Playing Safe, Life Skills and Mind and Body.</p>
	3	<p><a href="#">Curriculum4life</a> - Me, Myself and You, Online Safety, Life Skills and Playing Safe.</p>

<ul style="list-style-type: none"> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	4	<a href="#">Curriculum4life</a> - Me, Myself and You, Online Safety, Life Skills, Mind and Body and Playing Safe.
	5	<a href="#">Curriculum4life</a> - Me, Myself and You, Playing Safe, Changing Bodies, Life Skills and Mind and Body.
	6	<a href="#">Curriculum4life</a> - Me, Myself and You, Changing Bodies, Life Skills, Online Safety and Playing Safe
<b>Online relationships.</b> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they're not.</li> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>How information and data is shared and used online.</li> </ul>	1	<b>ICT Lessons</b> <a href="#">Curriculum4life</a> - Online Safety and Playing Safe
	2	<b>ICT Lessons</b> <a href="#">Curriculum4life</a> - Online Safety and Playing Safe
	3	<b>ICT Lessons</b> <a href="#">Curriculum4life</a> - Online Safety and Playing Safe
	4	<b>ICT Lessons</b> <a href="#">Curriculum4life</a> - Online Safety and Playing Safe
	5	<b>ICT Lessons</b> <a href="#">Curriculum4life</a> - Online Safety and Playing Safe
	6	<b>ICT Lessons</b> <a href="#">Curriculum4life</a> - Online Safety and Playing Safe
<b>Being safe.</b> <ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe.</li> <li>That each person's body belongs to them, and the differences between</li> </ul>	1	Peer Massage <a href="#">Curriculum4life</a> - Online safety, Playing Safe, Me, Myself and You.
	2	Peer Massage <a href="#">Curriculum4life</a> - Life Skills, Online Safety, Me, Myself and You and Playing Safe
	3	Peer Massage <a href="#">Curriculum4life</a> - Playing Safe and Me, Myself and You.



<p>appropriate and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they're heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice (e.g. family, school and/or other sources).</li> </ul>		<a href="#">Lucinda and Godfrey - Growing and changing, respecting views and feeling comfortable if touched i.e a family member giving a hug.</a>	
	4	Peer Massage <a href="#">Curriculum4life - Playing Safe and Online Safety.</a> <a href="#">Lucinda and Godfrey - Keeping safe/peer pressure.</a>	
	5	Peer Massage <a href="#">Curriculum4life - Playing Safe and Online Safety</a>	
	6	Peer Massage <a href="#">Curriculum4life - Playing Safe, Online Safety, Life Skills and Me, Myself and You.</a>	
	<b><u>Health Education</u></b>	R	<a href="#">SEALS - Going for Goals</a> <a href="#">SEALS - Good to be Me</a> <a href="#">SEALS - Changes.</a>
	<p><b>Mental wellbeing.</b></p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they're feeling and how they're behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.</li> </ul>	1	Wellbeing Class Assemblies <a href="#">Curriculum4life - Mind and Body, Playing Safe, Life Skills and Me, Myself and You.</a>
2		Wellbeing Class Assemblies <a href="#">Curriculum4life - Mind and Body, Life Skills and Playing Safe.</a>	
3		Wellbeing Class Assemblies <a href="#">Curriculum4life - Playing Safe, Life Skills and Mind and Body.</a>	
4		Wellbeing Class Assemblies <a href="#">Curriculum4life - Mind and Body, Life Skills and Online Safety.</a>	
5		Wellbeing Class Assemblies <a href="#">Curriculum4life - Playing Safe, Mind and Body and Life Skills.</a>	
6		Wellbeing Class Assemblies <a href="#">Curriculum4life - Mind and Body, Playing Safe and Life Skills.</a>	

<ul style="list-style-type: none"> <li>• Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>		
<p><b>Internet safety and harms.</b></p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	1	<p><b>ICT Lessons</b>  <a href="#">Curriculum4life</a> - Online Safety, Playing Safe and Me, Myself and You.</p>
	2	<p><b>ICT Lessons</b>  <a href="#">Curriculum4life</a> - Online Safety, Life Skills, Me, Myself and You and Playing Safe.</p>
	3	<p><b>ICT Lessons</b>  <a href="#">Curriculum4life</a> - Online Safety and Playing Safe.</p>
	4	<p><b>ICT Lessons</b>  <a href="#">Curriculum4life</a> - Online Safety and Playing Safe.</p>
	5	<p><b>ICT Lessons</b>  <a href="#">Curriculum4life</a> - Online Safety and Playing Safe.</p>
	6	<p><b>ICT Lessons</b>  <a href="#">Curriculum4life</a> - Me, Myself and You, Playing Safe, Online Safety and Life Skills.</p>

<ul style="list-style-type: none"> <li>Where and how to report concerns and get support with issues online.</li> </ul>		
<p><b>Physical health and fitness.</b></p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>How and when to seek support including which adults to speak to in school if they're worried about their health.</li> </ul>	1	<p><b>P.E. Lessons</b>  <a href="#">Curriculum4life</a> - Mind and Body, Me, Myself and You, Life Skills and Playing Safe.</p>
	2	<p><b>P.E. Lessons</b>  <a href="#">Curriculum4life</a> - Mind and Body, Playing Safe and Life Skills.</p>
	3	<p><b>P.E. Lessons</b>  <a href="#">Curriculum4life</a> - Life Skills and Playing Safe.</p>
	4	<p><b>P.E. Lessons</b>  <a href="#">Curriculum4life</a> - Mind and Body, Life Skills and Playing Safe.</p>
	5	<p><b>P.E. Lessons</b>  <a href="#">Curriculum4life</a> - Mind and Body, Life Skills and Playing Safe.</p>
	6	<p><b>P.E. Lessons</b>  <a href="#">Curriculum4life</a> - Life Skills and Playing Safe.</p>
<p><b>Healthy eating.</b></p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>The principles of planning and preparing a range of healthy meals.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	1	<p><a href="#">Curriculum4life</a> - Mind and Body.</p>
	2	<p>Food in Schools Toolkit x 2 folders.  Magnetic Foods boards.  Health for Life</p>
	3	<p>Food in Schools Toolkit x 2 folders.  Magnetic Foods boards.  Healthy Eating (green box)  Health for Life</p>
	4	<p><a href="#">Curriculum4life</a> - Mind and Body.</p>
	5	<p><a href="#">Curriculum4life</a> - 3R's</p>

	6	Food in Schools Toolkit x 2 folders. Magnetic Foods boards. Health for Life
<b>Drugs, alcohol and tobacco.</b> <ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	1	<a href="#">Curriculum4life</a> - 3R's
	2	<a href="#">Curriculum4life</a> - 3R's
	3	<a href="#">Curriculum4life</a> - 3R's
	4	<a href="#">Curriculum4life</a> - 3R's
	5	<a href="#">Curriculum4life</a> - 3R's
	6	<a href="#">Curriculum4life</a> - 3R's
<b>Health and prevention.</b> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing.</li> <li>The facts and science relating to immunisation and vaccination.</li> </ul>	1	<a href="#">Curriculum4life</a> - Mind and Body.
	2	<a href="#">Lucinda and Godfrey</a> - personal hygiene. <a href="#">Curriculum4life</a> - Mind and Body.
	3	<a href="#">Curriculum4life</a> - Mind and Body.
	4	<a href="#">Curriculum4life</a> - Mind and Body and 3R's
	5	<a href="#">Curriculum4life</a> - Mind and Body.
	6	<a href="#">Curriculum4life</a> - Mind and Body.
<b>Basic first aid</b> <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> <li>Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>	1	
	2	<a href="#">Curriculum4life</a> - Life Skills
	3	<a href="#">Curriculum4life</a> - Life Skills
	4	<a href="#">Curriculum4life</a> - Life Skills
	5	<a href="#">Curriculum4life</a> - Life Skills
	6	<a href="#">Curriculum4life</a> - Life Skills
<b>Changing adolescent bodies</b> <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	R	<a href="#">Lucinda and Godfrey</a> - To appreciate the similarities and differences between boys and girls, including the correct names of body parts. Friendships.

<ul style="list-style-type: none"> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	1	
	2	
	3	
	4	<a href="#">Curriculum4life</a> - Changing Bodies. Espresso
	5	<a href="#">Lucinda and Godfrey</a> - Puberty. <a href="#">Curriculum4life</a> - Changing Bodies. Espresso
	6	<a href="#">Lucinda and Godfrey</a> - emotional and physical changes that happen during puberty and the effects that these can have on our relationships with others. <a href="#">Curriculum4life</a> - Changing Bodies. Espresso
<p><b><u>Sex Education</u></b></p> <p>There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:</p> <ul style="list-style-type: none"> <li>Make sure boys and girls are prepared for the changes that adolescence brings.</li> <li>Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born.</li> </ul>	1	
	2	
	3	
	4	
	5	<a href="#">Lucinda and Godfrey</a> - Puberty Espresso
	6	<a href="#">Lucinda and Godfrey</a> - emotional and physical changes that happen during puberty and the effects that these can have on our relationships with others. Espresso

**Belmont Primary School PSHE Long Term Planning/Scheme of Work – Overview (from September 2020).**

Week	Autumn	Spring	Summer
1	Setting up circle/ground rules. CITIZENSHIP: Rules	Online Relationships	Physical Health and Fitness
2	Families and People who Care for the Pupil	Drugs, Alcohol and Tobacco	Online Relationships
3	Families and People who Care for the Pupil	Health and Prevention	Healthy Eating

4	Caring Friendships	Being Safe	Healthy Eating
5	Caring Friendships	Being Safe	Drugs, Alcohol and Tobacco
6	Online Relationships	Mental Wellbeing	Caring Friendships
7	Internet Safety and Harms	Mental Wellbeing	Respectful Relationships
8	Being Safe	Respectful Relationships	Y5 and Y6 Sex Education and Changing Adolescent Bodies. Y1 – 4 Mental Wellbeing
9	Respectful Relationships	Health and Prevention	Y5 and Y6 Sex Education and Changing Adolescent Bodies. Y1 – 4 Internet Safety and Harms
10	Respectful Relationships	Basic First Aid	Basic First Aid
11	Physical Health and Fitness	Internet Safety and Harms	Transition
<b>Additional Notes</b>	Black History during Oct/Nov Anti-Bullying Week (November)	<b>SEAL (EHWB) Money Week</b>	