



Woodlands Park Primary and Nursery School

Personal Social and Health Education (PSHE) (including Relationships and Sex Education (RSE)) Curriculum Map 2024 - 2025



Term	Early Years (Dormice/Owls)	Year One (Squirrels)	Year Two (Hedgehogs)	Year 3 (Robins)	Year 4 (Foxes)	Year 5 (Otters)	Year 6 (Wolves)
AUTUMN TERM 1 BEING ME IN MY WORLD PUZZLE	<p>THEMES ...</p> <ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> recognise special things about myself recognise that some people are different from me know how happiness and sadness can be expressed know that hands can be used kindly and unkindly know that being kind is good know that I have a right to learn and play, safely and happily <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> identify feelings associated with belonging identify feelings of happiness and sadness play cooperatively with others consider the feelings of others be responsible in my classroom 	<p>THEMES ...</p> <ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> understand the rights and responsibilities of a member of a class understand that my views are important understand that my choices have consequences understand my rights and responsibilities within my classroom <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> understand that I am special understand that I am safe in their class identify helpful behaviours to make the class a safe place identify what it's like to feel proud of an achievement recognise feelings associated with positive and negative consequences understand that I have choices <p>PSHE LI: I can explain why my class is a happy and safe place to learn.</p> <p>SED LI: I can give different examples where I or others make my class happy and safe</p>	<p>THEMES ...</p> <ul style="list-style-type: none"> Hopes & fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> identify hopes and fears for the year ahead understand the rights and responsibilities of class members know that it is important to listen to other people understand that my own views are valuable know about rewards and consequences and that these stem from choices know that positive choices impact positively on self-learning and the learning of others <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> recognise my own feelings and know when and where to get help know how to make my class a safe and fair place show good listening skills recognise the feeling of being worried be able to work cooperatively <p>PSHE LI: I can explain why my behaviour can impact on other people in my class.</p> <p>SED LI: I can compare my own and my friends' choices and can express why some choices are better than others</p>	<p>THEMES ...</p> <ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Roles, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> understand that they are important know what a personal goal is know why rules are needed and how these relate to choices and consequences know that actions can affect others' feelings know that others may hold different views know that the school has a shared set of values <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> recognise my own self-worth identify personal strengths be able to set a personal goal recognise feelings of happiness, sadness, worry and fear in myself and others make other people feel valued develop compassion and empathy for others be able to work collaboratively <p>PSHE LI: I can explain how my behaviour can affect how others feel and behave.</p> <p>SED LI: I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>THEMES ...</p> <ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights and responsibilities and democracy Rewards and consequences Group decision making Having a choice What motivates behaviour <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know how individual attitudes and actions make a difference to a class know about the different roles in the school community know my place in the school community know what democracy is (applied to pupil voice in school) know that my own actions affect me and others know how groups work together to reach a consensus know that having a voice and democracy benefits the school community <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> identify the feelings associated with being included or excluded make others feel valued and included be able to take on a role in a group discussion / task and contribute to the overall outcome make others feel cared for and welcomed recognise the feelings of being motivated or unmotivated understand why the school community benefits from a Learning Charter be able to help friends make positive choices know how to regulate my emotions <p>PSHE LI: I can explain why being listened to and listening to others is important in my school community.</p> <p>SED LI: I can explain why being democratic is important and can help me and others feel valued.</p>	<p>THEMES ...</p> <ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know how to face new challenges positively understand how to set personal goals understand the rights and responsibilities associated with being a citizen in the wider community and their country know how an individual's behaviour can affect a group and the consequences of this understand how democracy and having a voice benefits the school community understand how to contribute towards the democratic process <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> be able to identify what I value most about school identify my hopes for the school year display empathy for people whose lives are different from my own consider my own actions and the effect they have on me and others be able to work as part of a group, listening and contributing effectively understand why the school community benefits from a Learning Charter be able to help my friends make positive choices know how to regulate my emotions <p>PSHE LI: I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>SED LI: I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>THEMES ...</p> <ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role modelling <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know how to set goals for the year ahead understand what fears and worries are know about children's universal rights (United Nations Convention on the Rights of the Child UNCRC) know about the lives of children in other parts of the world know that personal choices can affect others locally and globally understand that my own choices result in different consequences and reward understand how democracy and having a voice benefits the school community understand how to contribute towards the democratic process <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> be able to make others feel welcomed and valued know my own wants and needs be able to compare my life with the lives of those less fortunate demonstrate empathy and understanding towards others demonstrate attributes of a positive role model take positive action to help others be able to contribute towards a group task know what effective group work is know how to regulate my emotions <p>PSHE LI: I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>SED LI: I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>

AUTUMN TERM 2

CELEBRATING DIFFERENCE PUZZLE

THEMES ...
 Identifying talents
 Being special
 Families
 Where we live
 Making friends
 Standing up for yourself

KNOWLEDGE ... I will ...

- know** what being proud means and that people can be proud of different things
- know** that people can be good at different things
- know** what being unique means
- know** that families can be different
- know** that people have different homes and why they are important to them
- know** different ways of making friends
- know** different ways to stand up for myself
- know** the names of some emotions such as happy, sad, frightened, angry
- know** that I don't have to be 'the same as' to be a friend
- know** why having friends is important
- know** some qualities of a positive friendship

SOCIAL & EMOTIONAL SKILLS ... I will ...

- identify** feelings associated with being proud
- identify** things I am good at be able to vocalise success for myself and about others successes
- identify** some ways I can be different and the same as others
- recognise** similarities and differences between my family and other families
- identify** and use skills to make a friend
- identify** and use skills to stand up for myself
- recognise** emotions when I or someone else is upset, frightened or angry

THEMES ...
 Similarities and differences
 Understanding bullying and knowing how to deal with it
 Making new friends
 Celebrating differences in everyone

KNOWLEDGE ... I will ...

- know** that people have differences and similarities
- know** what bullying means
- know** who to tell if I or someone else is being bullied or is feeling unhappy
- know** skills to make friendships
- know** that people are unique and that it is OK to be different

SOCIAL & EMOTIONAL SKILLS ... I will...

- recognise** ways in which I am the same as my friends and ways I am different
- identify** what is bullying and what isn't
- understand** how being bullied might feel
- know** ways to help a person who is being bullied
- identify** emotions associated with making a new friend
- verbalise** some of the attributes that make me unique and special

PSHE LI: I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.

SED LI: I can explain what bullying is and how being bullied might make somebody feel.

THEMES ...
 Assumptions and stereotypes about gender
 Understanding bullying
 Standing up for self and others
 Making new friends
 Gender diversity
 Celebrating difference and remaining friends

KNOWLEDGE ... I will ...

- know** there are stereotypes about boys and girls
- know** that it is OK not to conform to gender stereotypes
- know** it is good to be yourself
- know** that sometimes people get bullied because of difference
- know** the difference between right and wrong and the role that choice has to play in this
- know** that friends can be different and still be friends
- know** where to get help if I am being bullied
- know** the difference between a one-off incident and bullying

SOCIAL & EMOTIONAL SKILLS ... I will ...

- understand** that boys and girls can be similar in lots of ways and that is OK
- understand** that boys and girls can be different in lots of ways and that is OK
- explain** how being bullied can make someone feel
- choose to be kind to someone who is being bullied
- know** how to stand up for myself when I need to
- recognise** that I shouldn't judge people because they are different
- understand** that everyone's differences make them special and unique

PSHE LI: I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.

SED LI: I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.

THEMES ...
 Families and their differences
 Family conflict and how to manage it
 Witnessing bullying and how to solve it
 Recognising how words can be hurtful
 Giving and receiving compliments

KNOWLEDGE ... I will ...

- know** why families are important
- know** that everybody's family is different
- know** that sometimes family members don't get along and some reasons for this
- know** that conflict is a normal part of relationships
- know** what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do
- know** that some words are used in hurtful ways and that this can have consequences

SOCIAL & EMOTIONAL SKILLS ... I will ...

- be able to show appreciation for my families, parents and carers
- use the 'Solve it together' technique to calm and resolve conflicts with friends and family
- empathise with people who are bullied
- employ skills to support someone who is bullied
- be able to 'problem-solve' a bullying situation accessing appropriate support if necessary
- be able to **recognise**, accept and give compliments
- recognise** feelings associated with receiving a compliment

PSHE LI I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.

SED LI: I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.

THEMES ...
 Challenging assumptions
 Judging appearance
 Accepting self and others
 Understanding influences
 Understanding bullying
 Problem solving
 Identifying how special and unique everyone is
 First impressions

KNOWLEDGE ... I will ...

- know** that sometimes people make assumptions about a person because of the way they look or act
- know** there are influences that can affect how we judge a person or situation
- know** that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- know** what to do if I think bullying is, or might be taking place
- know** the reasons why witnesses sometimes join in with bullying and don't tell anyone
- know** that first impressions can change

SOCIAL & EMOTIONAL SKILLS ... I will ...

- try to accept people for who they are
- identify** influences that have made me think or feel positively/negatively about a situation
- identify** feelings that a bystander might feel in a bullying situation
- identify** reasons why a bystander might join in with bullying
- revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- identify** their own uniqueness be comfortable with the way I look
- identify** when a first impression I had was right or wrong be non-judgemental about others who are different

PSHE LI: I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.

SED LI: I can explain why it is good to accept myself and others for who we are.

THEMES ...
 Cultural differences and how they can cause conflict
 Racism
 Rumours and name calling
 Types of bullying
 Material wealth and happiness
 Enjoying and respecting other cultures

KNOWLEDGE ... I will ...

- know** what culture means
- know** that differences in culture can sometimes be a source of conflict
- know** what racism is and why it is unacceptable
- know** that rumour spreading is a form of bullying on and offline
- know** external forms of support in regard to bullying e.g. Childline
- know** that bullying can be direct and indirect
- know** how their life is different from the lives of children in the developing world

SOCIAL & EMOTIONAL SKILLS ... I will ...

- identify** my own culture and different cultures within their class community
- identify** my own attitudes about people from different faith and cultural backgrounds
- identify** a range of strategies for managing my own feelings in bullying situations
- identify** some strategies to encourage children who use bullying behaviours to make other choices
- be able to support children who are being bullied
- appreciate the value of happiness regardless of material wealth
- develop** respect for cultures different from my own

PSHE LI: I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.

SED LI: I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.

THEMES ...
 Perceptions of normality
 Understanding disability
 Power struggles
 Understanding bullying
 Inclusion/exclusion
 Differences as conflict
 Difference as celebration
 Empathy

KNOWLEDGE ... I will ...

- know** that there are different perceptions of 'being normal' and where these might come from
- know** that being different could affect someone's life
- know** that power can play a part in a bullying or conflict situation
- know** that people can hold power over others individually or in a group
- know** why some people choose to bully others
- know** that people with disabilities can lead amazing lives
- know** that difference can be a source of celebration as well as conflict

SOCIAL & EMOTIONAL SKILLS ... I will ...

- empathise with people who are different and be aware of my own feelings towards them
- identify** feelings associated with being excluded
- be able to **recognise** when someone is exerting power negatively in a relationship
- use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- identify** different feelings of the bully, bullied and bystanders in a bullying scenario
- be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
- appreciate people for who they are show empathy

PSHE LI: I can explain ways in which difference can be a source of conflict or a cause for celebration.

SED LI: I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.

THEMES ...	THEMES ...	THEMES ...	THEMES ...	THEMES ...	THEMES ...	THEMES ...	THEMES ...
<p>**Links to EYFS Characteristics of Effective Learning (CoEL)**</p> <p>Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know what a challenge is know that it is important to keep trying know what a goal is know how to set goals and work towards them know which words are kind know some jobs that I might like to do when I am older know that I must work hard now in order to be able to achieve the job I want when I am older know when I have achieved a goal <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> understand that challenges can be difficult recognise some of the feelings linked to perseverance talk about a time that I kept on trying and achieved a goal be ambitious be resilient recognise how kind words can encourage people feel proud celebrate success 	<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievements with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know how to set simple goals know how to achieve a goal know how to work well with a partner know that tackling a challenge can stretch my learning know how to identify obstacles which make achieving my goals difficult and work out how to overcome them know when a goal has been achieved <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> recognise things that I do well explain how they learn best celebrate an achievement with a friend recognise my own feelings when faced with a challenge recognise my own feelings when I am faced with an obstacle recognise how I feel when I overcome an obstacle can store feelings of success so that I can use these in the future <p>PSHE LI - I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>SED LI - I can say why my internal treasure chest is</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know how to choose a realistic goal and think about how to achieve it know that it is important to persevere know how to recognise what working together well looks like know what good group working looks like know how to share success with other people <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> be able to describe my own achievements and the feelings linked to this recognise my own strengths as a learner recognise how working with others can be helpful be able to work effectively with a partner be able to choose a partner with whom I work well be able to work as part of a group recognise how it feels to be part of a group that succeeds and store this feeling <p>PSHE LI: I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>SED LI: I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to welcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know about specific people who have overcome difficult challenges to achieve success know what dreams and ambitions are important to me know how I can best overcome learning challenges know that I am responsible for my own learning know what my own strengths are as a learner know what an obstacle is and how they can hinder achievement know how to take steps to overcome obstacles know how to evaluate my own learning progress and identify how it can be better next time <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> recognise other people's achievements in overcoming difficulties imagine how it will feel when I achieve my dream / ambition can break down a goal into small steps recognise how other people can help me to achieve my goals manage feelings of frustration linked to facing obstacles share my success with others store feelings of success (in my internal treasure chest) to be used at another time <p>PSHE LI: I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others.</p> <p>ISED LI: I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contribution Resilience Positive attitude</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know what my own hopes and dreams are know that hopes and dreams don't always come true know that reflecting on positive and happy experiences can help me to counteract disappointment know how to make a new plan and set new goals even if I have been disappointed know how to work out the steps I need to take to achieve a goal know how to work as part of a successful group know how to share in the success of a group <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> talk about my hopes and dreams and the feelings associated with these identify the feeling of disappointment identify a time when they have felt disappointed be able to cope with disappointment help others to cope with disappointment identify what resilience is have a positive attitude enjoy being part of a group challenge share my success with others store feelings of success (in my internal treasure chest) to be used at another time <p>PSHE LI: I can plan and set new goals even after a disappointment.</p> <p>SED LI: I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know that I will need money to help me to achieve some of my dreams know about a range of jobs that are carried out by people I know know that different jobs pay more money than others know the types of job I might like to do when I am older know that young people from different cultures may have different dreams and goals know that communicating with someone from a different culture means that I can learn from them and vice versa know ways that I can support young people in their own culture and abroad <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> verbalise what I would like my life to be like when I am grown up appreciate the contributions made by people in different jobs appreciate the opportunities learning and education can give me reflect on the differences between my own learning goals and those of someone from a different culture appreciate the differences between myself and someone from a different culture understand why I am motivated to make a positive contribution to supporting others <p>PSHE LI: I can compare my hopes and dreams with those of young people from different cultures.</p> <p>SED LI: I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know my own learning strengths know how to set realistic and challenging goals know what the learning steps I need to take to achieve my goal know a variety of problems that the world is facing know how to work with other people to make the world a better place know some ways in which I could work with others to make the world a better place know what my classmates like and admire about me <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> understand why it is important to stretch the boundaries of my current learning set success criteria so that I know when I have achieved my goal recognise the emotions I experience when I consider people in the world who are suffering or living in difficult circumstances empathise with people who are suffering or living in difficult situations be able to give praise and compliments to other people when I recognise that person's achievements <p>PSHE LI: I can explain different ways to work with others to help make the world a better place.</p> <p>SED LI: I can explain what motivates me to make the world a better place.</p>	

SPRING TERM 4
HEALTHY ME PUZZLE

<p>THEMES ...</p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know the names for some parts of my body know what the word 'healthy' means know some things that I need to do to keep healthy know that I need to exercise to keep healthy know how to help myself go to sleep and that sleep is good for me know when and how to wash my hands properly know what to do if they I get lost know how to say No to strangers <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> recognise how exercise makes me feel recognise how different foods can make me feel explain what I need to do to stay healthy give examples of healthy food explain how I might feel if I don't get enough sleep explain what to do if a stranger approaches me 	<p>THEMES ...</p> <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and a person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know the difference between being healthy and unhealthy know some ways to keep healthy know how to make healthy lifestyle choices know how to keep myself clean and healthy know that germs cause disease / illness know that all household products, including medicines, can be harmful if not used properly know that medicines can help me if I feel poorly know how to keep safe when crossing the road know about people who can keep me safe <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> feel good about myself when I make healthy choices realise that I am special keep myself safe recognise ways to look after myself if I feel poorly recognise when I feel frightened and know how to ask for help recognise how being healthy helps me to feel happy <p>PSHE LI: I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>SED LI: I can give examples of behaviour in other people that I appreciate and behaviours that I don't</p>	<p>THEMES ...</p> <p>Different types of family Physical contact boundaries Friendship and conflict Secrets trust and appreciation Expressing appreciation for special relationships</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know what my body needs to stay healthy know what relaxed means know what makes me feel relaxed / stressed know how medicines work in my bodies know that it is important to use medicines safely know how to make some healthy snacks know why healthy snacks are good for my body know which foods give my body energy <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> desire to make healthy lifestyle choices identify when a feeling is weak and when a feeling is strong feel positive about caring for my body and keeping it healthy have a healthy relationship with food express how it feels to share healthy food with my friends <p>PSHE LI: I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>SED LI: I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>THEMES ...</p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important (online and off-line scenarios) Healthy and safe choices</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know how exercise affects my body know why my heart and lung are such important organs know that the amount of calories, fat and sugar that I put into my body will affect my health know that there are different types of drugs know that there are things, places and people that can be dangerous know a range of strategies to keep myself safe know when something feels safe or unsafe know that my body is complex and needs taking care of <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> able to set myself a fitness challenge recognise what it feels like to make a healthy choice identify how I feel about drugs express how being anxious or scared feels take responsibility for keeping myself and others safe respect my own body and appreciate what it does <p>PSHE LI: I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>SED LI: I can express how being anxious/ scared and unwell feels</p>	<p>THEMES ...</p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know how different friendship groups are formed and how I fit into them know which friends I value most know that there are leaders and followers in groups know that I can take on different roles according to the situation know the facts about smoking and its effects on health know some of the reasons some people start to smoke know the facts about alcohol and its effects on health, particularly the liver know some of the reasons some people drink alcohol know ways to resist when people are putting pressure on me know what I think is right and wrong <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> identify the feelings that I have about my friends and different friendship groups recognise how different people and groups I interact with impact on me identify which people I most want to be friends with recognise negative feelings in peer pressure situations identify the feelings of anxiety and fear associated with peer pressure tap into my inner strength and know how to be assertive <p>PSHE LI: I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>SED LI: I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>THEMES ...</p> <p>Smoking and vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know the health risks of smoking know how smoking tobacco affects the lungs, liver and heart know some of the risks linked to misusing alcohol, including antisocial behaviour know basic emergency procedures including the recovery position know how to get help in emergency situations know that the media, social media and celebrity culture promotes certain body types know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure know what makes a healthy lifestyle <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> make informed decisions about whether or not I choose to smoke when I am older make informed decisions about whether I choose to drink alcohol when I am older recognise strategies for resisting pressure identify ways to keep myself calm in an emergency reflect on my own body image and know how important it is that this is positive accept and respect myself for who I am respect and value my own body be motivated to keep themselves healthy and happy <p>PSHE LI: I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>SED LI: I can summarise different ways that I respect and value my body.</p>	<p>THEMES ...</p> <p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> know how to take responsibility for my own health know how to make choices that benefit my own health and well-being know about different types of drugs and their uses know how these different types of drugs can affect people's bodies, especially their liver and heart know that some people can be exploited and made to do things that are against the law know why some people join gangs and the risk that this can involve know what it means to be emotionally well know that stress can be triggered by a range of things know that being stressed can cause drug and alcohol misuse <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> be motivated to care for my own physical and emotional health be motivated to find ways to be happy and cope with life's situations without using drugs identify ways that someone who is being exploited could help themselves suggest strategies someone could use to avoid being pressured recognise that people have different attitudes towards mental health / illness use different strategies to manage stress and pressure <p>PSHE LI: I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>SED LI: I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>
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	<p>THEMES ...</p> <p>Family life Friendships Breacking friendships Falling out Dealing with bullying Being a good friend</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know what a family is - know that different people in a family have different responsibilities (jobs) - know some of the characteristics of healthy and safe friendship - know that friends sometimes fall out - know some ways to mend a friendship - know that unkind words can never be taken back and they can hurt - know how to use Jigsaw's Calm Me to help when feeling angry - know some reasons why others get angry <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - identify what jobs I do in my family and those carried out by my parents/carers and siblings - suggest ways to make a friend or help someone who is lonely - use different ways to mend a friendship - recognise what being angry feels like - use Calm Me when angry or upset 	<p>THEMES ...</p> <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and a person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that everyone's family is different - know that there are lots of different types of families - know that families are founded on belonging, love and care - know how to make a friend - know the characteristics of healthy and safe friends - know that physical contact can be used as a greeting - know about the different people in the school community and how they help - know who to ask for help in the school community <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - express how it feels to be part of a family and to care for family members - say what being a good friend means - show skills of friendship - identify forms of physical contact I prefer - say no when I receive a touch I don't like - praise myself and others - recognise some of my personal qualities - say why I appreciate a special relationship <p>PSHE LI: I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>SED LI: I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>THEMES ...</p> <p>Different types of family Physical contact boundaries Friendship and conflict Secrets trust and appreciation Expressing appreciation for special relationships</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that everyone's family is different - know that families function well when there is trust, respect, care, love and co-operation - know that there are lots of forms of physical contact within a family - know how to stay stop if someone is hurting me - know some reasons why friends have conflicts - know that friendships have ups and downs and sometimes change with time - know how to use the Mending Friendships or Solve-it-together problem-solving methods - know there are good secrets and worry secrets and why it is important to share worry secrets - know what trust is <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - identify the different roles and responsibilities in my family - recognise the value that families can bring - recognise and talk about the types of physical contact that is acceptable or unacceptable - use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict - identify the negative feelings associated with keeping a worry secret - identify the feelings associated with trust - identify who I trust in my own relationships - give and receive compliments - say who I would go to for help if I were worried or scared <p>PSHE LI: I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>SED LI: I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</p>	<p>THEMES ...</p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that different family members carry out different roles or have different responsibilities within the family - know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. - know some of the skills of friendship, e.g. taking turns, being a good listener - know some strategies for keeping myself safe online - know how some of the actions and work of people around the world help and influence my life - know that I and all children have rights (UNCRC) - know the lives of children around the world can be different from mine <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - identify the responsibilities I have within my family - use Solve-it-together in a conflict scenario and find a win-win outcome - know how to access help if I am concerned about anything on social media or the internet - empathise with people from other countries who may not have a fair job/less fortunate - understand that I am connected to the global community in many different ways - identify similarities in children's rights around the world - identify my own wants and needs and how these may be similar or different from other children in school and the global community <p>PSHE LI: I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>SED LI: I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>THEMES ...</p> <p>Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know some reasons why people feel jealousy - know that jealousy can be damaging to relationships - know that loss is a normal part of relationships - know that negative feelings are a normal part of loss - know that memories can support us when we lose a special person or animal - know that change is a natural part of relationships/ friendship - know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - identify feelings and emotions that accompany jealousy - suggest positive strategies for managing jealousy - identify people who are special to me and express why - identify the feelings and emotions that accompany loss - suggest strategies for managing loss - tell you about someone I no longer see - suggest ways to manage relationship changes including how to negotiate <p>PSHE LI: I can recognise how people are feeling when they miss a special person or animal.</p> <p>SED LI: I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>THEMES ...</p> <p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that a personality is made up of many different characteristics, qualities and attributes - know that belonging to an online community can have positive and negative consequences - know that there are rights and responsibilities in an online community or social network - know that there are rights and responsibilities when playing a game online - know that too much screen time isn't healthy - know how to stay safe when using technology to communicate with friends <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - suggest strategies for building self-esteem of themselves and others - identify when an online community /social media group feels risky, uncomfortable, or unsafe - suggest strategies for staying safe online/social media - say how to report unsafe online / social network activity - identify when an online game is safe or unsafe - suggest ways to monitor and reduce screen time - suggest strategies for managing unhelpful pressures online or in social networks <p>PSHE LI: I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>SED LI: I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>THEMES ...</p> <p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that it is important to take care of my own mental health - know ways that I can take care of my own mental health - know the stages of grief and that there are different types of loss that cause people to grieve - know that sometimes people can try to gain power or control me - know some of the dangers of being 'online' - know how to use technology safely and positively to communicate with my friends and family <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - recognise that people can get problems with their mental health and that it is nothing to be ashamed of - help myself and others when worried about a mental health problem - recognise when I am feeling grief and have strategies to manage them - demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control - resist pressure to do something online that might hurt myself or others - take responsibility for my own safety and well-being <p>PSHE LI: I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>SED LI: I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
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SUMMER TERM 6
CHANGING ME PUZZLE

<p>THEMES ...</p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears (Transitions) Celebrations</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know the names and functions of some parts of the body (see vocabulary list) - know that we grow from baby to adult - know who to talk to if I am feeling worried - know that sharing how I feel can help solve a worry - know that remembering happy times can help me move on <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - identify how I have changed from a baby - say what might change for me as I get older - recognise that changing class can illicit happy and/or sad emotions - say how I feel about changing class/ growing up - identify positive memories from the past year in school/ home <p>Vocabulary list: eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand,</p> <p>PSHE LI: I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>SED LI: I can explain why some changes I might experience might feel better than others.</p>	<p>THEMES ...</p> <p>Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (external parts - correct terminology) Linking growing and learning Coping with change Transition</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that animals including humans have a life cycle - know that changes happen when we grow up - know that people grow up at different rates and that is normal - know the names of male and female private body parts - know that there are correct names for private body parts and nicknames, and when to use them - know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these - know who to ask for help if I am worried or frightened - know that learning brings about change <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - understand and accepts that change is a natural part of getting older - identify some things that have changed and some things that have stayed the same since being a baby (including the body) - express why I enjoy learning - suggest ways to manage change e.g. moving to a new class <p>Vocabulary list: vagina, penis, testicles, vulva, anus,</p> <p>PSHE LI: I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>SED LI: I can explain why some changes I might experience might feel better than others.</p>	<p>THEMES ...</p> <p>Lifecycles in nature Growing from young to old Increasing independence Differences in female and male bodies (external parts - correct terminology) Assertiveness Preparing for transition</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that life cycles exist in nature - know that aging is a natural process including old-age - know that some changes are out of an individual's control - know how my body has changed from when I was a baby and that I will continue to change as I age - know the physical differences between male and female bodies - know the correct names for private body parts - know that private body parts are special and that no one has the right to hurt these - know who to ask for help if I am worried or frightened - know there are different types of touch and that some are acceptable and some are unacceptable <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - appreciate that changes will happen and that some can be controlled and others not - be able to express how I feel about changes - show appreciation for people who are older than me - recognise the independence and responsibilities I have now compared to being a baby or toddler - say what greater responsibilities and freedoms I may have in the future - say who I would go to for help if I am worried or scared - say what types of touch I find comfortable/ uncomfortable - be able to confidently ask someone to stop if I am being hurt or frightened - say what I am looking forward to in the next year <p>Vocabulary list: vagina, penis, testicles, vulva, anus,</p> <p>PSHE LI: I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>ISED LI: I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	<p>THEMES ...</p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that in animals and humans lots of changes happen between conception and growing up - know that in nature it is usually the female that carries the baby - know that in humans a mother carries the baby in her uterus (womb) and this is where it develops - know that babies need love and care from their parents/carers - know some of the changes that happen between being a baby and a child - know that the male and female body needs to change at puberty so their bodies can make babies when they are adults - know some of the outside body changes that happen during puberty - know some of the changes on the inside that happen during puberty <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - can express how I feel about babies - can describe the emotions that a new baby can bring to a family - can express how I feel about puberty - can say who I can talk to about puberty if I have any worries - can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry - can identify changes I am looking forward to in the next year - can suggest ways to help me manage feelings during changes I am more anxious about <p>Vocabulary List: changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum / ova, womb / uterus, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy</p> <p>PSHE LI: I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>SED LI: I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>	<p>THEMES ...</p> <p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm - know that babies are made by a sperm joining with an ovum - know the names of the different internal and external body parts that are needed to make a baby - know how the female and male body change at puberty - know that personal hygiene is important during puberty and as an adult - know that change is a normal part of life and that some cannot be controlled and have to be accepted - know that change can bring about a range of different emotions <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - appreciate my own uniqueness and that of others - express how I feel about having children when I am grown up - express any concerns I have about Puberty - say I can talk to about puberty if I am worried - apply the circle of change model to myself to have strategies for managing change - have strategies for managing my emotions relating to change <p>Vocabulary list: sperm, egg / ovum, penis, testicles, vagina / vulva, womb / uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods,</p> <p>PSHE LI: I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>SED LI: I can offer some suggestions about how I might manage my feelings when changes happen</p>	<p>THEMES ...</p> <p>Self and body image Influence of online and media on body image Puberty in girls Puberty in boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know what perception means and that perceptions can be right or wrong - know how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally - know that sexual intercourse can lead to conception - know that some people need help to conceive and might use IVF - know that becoming a teenager involves various changes and also brings growing responsibility <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - celebrate what I like about my own and others' self- image and body-image - suggest ways to boost my self-esteem and that of others - recognise that puberty is a natural process that happens to everybody and that it will be OK for me - ask questions about puberty to seek clarification - express how I feel about having a romantic relationship when I am an adult - express how I feel about having children when I am an adult - express how I feel about becoming a teenager - say who I can talk to if concerned about puberty or becoming a teenager/adult <p>Vocabulary list: uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genital, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, products, tampon, menstruation,</p> <p>PSHE LI: I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>SED LI: I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>THEMES ...</p> <p>Self- image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends and girlfriends Sexting Transition</p> <p>KNOWLEDGE ... I will ...</p> <ul style="list-style-type: none"> - know how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally - know how a baby develops from conception through the nine months of pregnancy and how it is born - know how being physically attracted to someone changes the nature of the relationship - know the importance of self-esteem and what I can do to develop it - know what I am looking forward to and what I am worried about when thinking about transition to secondary school / moving to my next class <p>SOCIAL & EMOTIONAL SKILLS ... I will ...</p> <ul style="list-style-type: none"> - recognise ways I can develop my own self-esteem - express how I feel about the changes that will happen to me during puberty - recognise how I feel when I reflect on the development and birth of a baby - understand that mutual respect is essential in a boyfriend / girlfriend relationship and that I shouldn't feel pressured into doing something that I don't want to - celebrate what I like about my own and others' self- image and body-image - use strategies to prepare myself emotionally for the transition (changes) to secondary school <p>Vocabulary list: uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genital, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities,</p> <p>PSHE LI: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>SED LI: I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
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NOTE: Taken from Woodlands Park Primary PSHE & RSHE Policy: 'At Woodlands Park Primary and Nursery School, we believe children should understand the facts about human reproduction before they leave primary school. As a school we define Sex Education as Human Reproduction. It is our intention to teach Sex Education within National Curriculum Science and not within PSHE. Lessons in Years 4, 5 & 6 concerning 'conception' will be taught within NC Science.

