



**Marlborough County Infant School and Wellington Community Primary School Federation**  
**Healthy Relationships (Sex Education)**

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Signed: \_\_\_\_\_ (Policy Owner)

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Signed: \_\_\_\_\_ (Governor Approval)

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Approval Date: \_\_\_\_\_



## POLICY CHANGE HISTORY

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## **Marlborough County Infant School and Wellington Community Primary School Federation** **Healthy Relationships (Sex Education)**

Our Healthy Relationships policy is inter-connected with our PSHE education curriculum and the two policies should be read in conjunction. All of our PSHE learning is age and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and carers whilst balancing this with imparting the knowledge and skills needed to live happy and safe lives now and in the future. We believe that all schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes which is why Healthy Relationships forms one week out of a consistent and developed PSHE curriculum. In addition to this policy, we expect staff to follow the Code of Conduct, modelling positive behaviours for pupils.

### **What is SRE?**

Sex and Relationships Education (referred to at the Federation as Healthy Relationships) is an integral part of the PSHE curriculum, based on effective teaching of children's physical, moral and social development. Through clear, sensitive and effective teaching, it aims to provide children with an understanding of stable, positive and loving relationships and an honest and informative awareness of sex, sexuality and sexual health. Crucially, it does not encompass the promotion of sexual orientation or activity.

SRE comprises of 3 main elements, including:

- Attitudes and Values- developing an understanding of love, respect and care and the importance of values and moral considerations to help children become valuable future citizens of modern Britain
- Personal and Social Skills- learning to manage emotions, develop self-respect and to make wise and informed choices in person and online
- Knowledge and understanding- understanding physical changes, gaining awareness of human sexuality and learning about contraception and appropriate, available advice services.

Our SRE curriculum is closely matched to the most recent Department for Education guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. The full document can be viewed on the government's website.

### **Relationships Education**

Relationships Education encompasses a wide range of topics and is fed throughout the PSHE curriculum to support pupils throughout the year with their social, personal, moral and emotional development. It includes, but is not limited to, the different make up of families, how we can be good friends, how to keep ourselves safe in relationships and how friendships can impact our mental health in a positive or negative way. We also look at mental and physical health, knowing that these can impact our relationships. Relationships Education is delivered by the class teacher alongside the class LSA. Any 1:1 support adults are also in attendance. The timetable is adapted to ensure that this is possible. This allows us to best support every pupil at their developmental stage. See the medium-term plan for more detail.

### **Sex Education**

In year 6, students have one lesson which includes Sex Education. This is focused on the biological facts of conception and how pregnancy is begun. It uses only cartoon images from the Christopher Winter Project (Teaching SRE with Confidence in Primary Schools). It does not encourage a particular lifestyle and does not explore the idea of contraception. Parents have the right to withdraw from this element of the Healthy Relationships Week only. Sex Education is delivered by the class teacher alongside the class LSA. Any 1:1 support adults are also in attendance. The timetable is adapted to ensure that this is possible. This allows us to best support every pupil at their developmental stage. See the medium-term plan for more detail.

### **Provision**

Governors at the Federation believe that it is important for children to have opportunities to have Sex Education. All children are entitled to SRE. Within the Science curriculum, it is statutory that children are given the opportunity to develop an understanding of Sex Education in relation to living things. Furthermore, lessons will focus on positive relationships, having self-esteem and self-respect and guidance on making good choices.

Discrete SRE lessons will be given to all pupils throughout the themed 'Healthy Relationships Week' during the summer term, with the aim of providing the children with an awareness of how their bodies are/ will be changing. Teachers will follow planning produced by the school and supported by PSHE Lead, using images from the Christopher Winter Project (Teaching SRE with Confidence in Primary Schools). All material is sensitive to the children's ages and stages of development.

All pupils will explore a range of families, for example single-parent families, same-sex families, divorced families. Pupils in Upper Key Stage 2 will think about LGBT+ concerns in slightly more detail, although still in an age-appropriate way. This may take the form of thinking about other ways families may have a baby or how people may feel that their biological gender is not who they are. The teaching does not promote a particular lifestyle. However, it is important that the children feel safe and comfortable to explore their concerns or enquiries.

Before Sex and Relationships units are taught in the Summer term, there will be a parent consultation which will give the opportunity to share ideas and concerns, anonymously if desired. Following DfE guidance, the school will then plan its delivery of SRE taking these opinions and suggestions into account. The school withholds the right to make decisions in delivery which are contrary to parental opinion if it believes that it is in the best interests of the child and is age-appropriate.

The full medium-term plan for Healthy Relationships can be viewed in Appendix 1. Only year 6 pupils undertake Sex Education and this is taught sensitively, by all class teachers.

### **Monitoring and Evaluation**

The monitoring and evaluation of SRE provision will occur alongside that of PSHE. The methods used to evaluate the effectiveness of teaching and learning will include:

- Lesson observations
- Analysis of lesson planning and topic overviews
- Skills statements completed by both teachers and pupils
- Monitoring of written activities completed within books
- Parent survey responses being analysed
- Children's survey responses being analysed

### **Parental Rights and Involvement**

Parents have the right to withdraw their children from non-statutory aspects of Sex Education. Opportunities will be given for parents to view materials used by the school and to talk further with staff about the material covered in lessons. Where possible, should a parent wish to borrow materials used, opportunities will be provided. The school is aware of cultural approaches to Sex Education and that some parents may want to teach their own children Relationships and Sex Education. In this instance, resources will be available for parents to use and alternative arrangements will be made to accommodate the child during the programme. Under new DfE guidance, parents have the right to share their opinion of a school's proposed SRE curriculum. This can be done in two ways: at the parent consultation workshop or on the parent survey which is sent to all parents and carers once the planning has been made available to view online. The Federation will also conduct a child conference to ascertain opinions on the efficacy of the teaching once it has been completed. This will be used to inform next year's planning and delivery.

The school aims to answer questions which arise during Sex Education in a manner appropriate to their age and maturity. In the event a question causes concern, the Designated Safeguarding Lead team will decide on a course of action.

## Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (s.149 of the Equality Act). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership<sup>11</sup>, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects.

All pupils have the right to know how to stay safe in relationships. Regardless of academic attainment or developmental stage, the curriculum is designed to be accessible to all. The school's SEN policy is represented through the use of differentiation boxes on tasks. Class teachers who know the pupils well deliver the lessons, alongside the class LSA. In addition, if a pupil has a 1:1, this adult will also act as a support. At the parent consultation, parents and carers are given the opportunity to raise concerns about their child's ability to access the curriculum. The curriculum is also available on the school's website once the consultation has been completed so that parents may view it.

The Federation is dedicated to representing the modern world as well as our community. For this reason, we have chosen to use the Christopher Winter Project images which include characters of different races. Where other images are used (for example, when the planning includes images of different families), these represent a wide range of genders, races and disabilities. We also want to do better in our representation of the world and welcome comments from parents and carers at the parent consultation.

We reflect a range of families in our planning, include same-sex families. Year 6 explore the concept of gender dysmorphia in an age- and developmentally-appropriate way.



### **Pupil Voice**

At the Federation, the voice of our pupils is very important to us. We listen to their concerns and enquiries all year and use these to inform our planning to make sure that it is as effective as possible in supporting them to stay safe in relationships. We also ask pupils to complete a child survey after the lessons and these also inform the following year's planning.



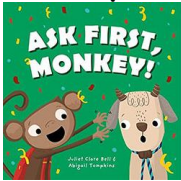
Pupils may choose to make disclosures following Healthy Relationships. The handling of these will follow the school's Child Protection policy.

### **Appendix 1:**

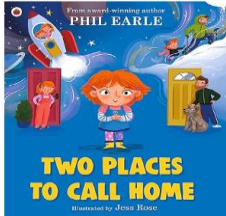
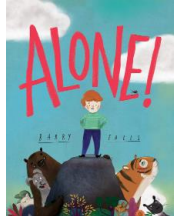
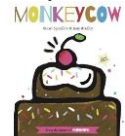
<b>Intent</b>	PSHE forms the bedrock of society as the subject in which children learn how to function as helpful, kind and productive members of a society which is ever-changing. Without the support of PSHE, children may find it difficult to learn how to manage their emotions, how to form strong and appropriate relationships, and how our world works. In Healthy Relationships, it is vital that we provide our children with the tools to make sensible, informed decisions about their own bodies, their relationships with others and their own responsibilities in the world. Our main priority is to safeguard children by equipping them with the skills and knowledge that they need to be successful and healthy in modern Britain. Our Healthy Relationships policy should be read in conjunction with the Medium-Term Plan, alongside the Equality policy, PSHE policy and all Safeguarding policies. We are dedicated to balancing the support we offer to children with engagement with our community and will hold yearly workshops. At these, Senior Leaders will be available to discuss the curriculum with parents and carers. In addition, we will hold a survey for pupils to express how helpful they found the Healthy Relationships learning in order to ensure that we are providing the most up-to-date and effective curriculum possible. We are dedicated to ensuring our Healthy Relationships is inclusive and accessible, through scaffolded or supported tasks, and through representation of a range of genders, ethnicities, family types and other on resources. We are
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consistently working on this.

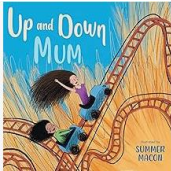
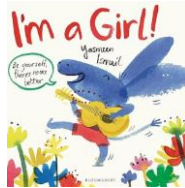

## EYFS

Lesson 1: To explore different types of relationships	Lesson 2: To recognise how to respect others even when they are different.	Lesson 3: To understand my right to be safe	Lesson 4: To understand how to be safe online	Lesson 5: To explore the differences between males and females and name their specific body parts
<p>Philosophy: Families always make you happy. True or false?</p>  <p>Read the story Love Makes a Family. Discuss with the children how the parents show their children that they love their families. Using scenarios children to rein act how a parent shows their love. Share with the children the definitions of the words love,</p>	<p>Philosophy: How do good friendships impact on the way you feel?</p>  <p>Read the story A Little Bit Brave.</p> <p>Discuss how Logan and Lola go through up and downs in their friendships and they enjoy doing different things. Sometimes there is a problem with communication, how do</p>	<p>Philosophy: Is being safe important?</p>  <p>Have a look at a selection of photographs of people who help keep us safe - what do they do to keep us safe?</p> <p>Read the story of Ask First, Monkey. Discuss with the children if they felt uncomfortable with Monkey's actions what could they do in future. How could an adult have</p>	<p>Philosophy: I will be safe going on my parents' phone. True or false.</p>  <p>Read the story Chicken Clicking discuss how the Chicken has gone on the Farmer's phone without permission. Discuss the safety implications; if your friend did this, what would you say? Who could you tell? Discuss</p>	<p>Philosophy: It is important to use the correct language to name parts of the body. True or false. Warm up sing Head, Shoulders, Knees and Toes. As a class, name different parts of their body. Discuss with the children the importance of calling your body parts the correct name especially to the doctors etc. Show the children two</p>

<p>security and stability. Are they similar or different to your family? Use images to identify similarities and differences. Remind the children that all families are unique. The children will have the opportunity to role play scenarios and create a family outline in key groups.</p> <p>During continuous provision ideas Family portraits I love my ... cards Roleplay scenarios in the home corner, small world areas</p>	<p>they overcome these difficulties? How is Logan and Lola's friendship providing love, security and stability for each other?</p> <p>Complete speech bubbles about what Logan says and how Lola could respond.</p> <p>During continuous provision children will have the opportunity to roleplay welcoming others into the play. Discussing the type of language, they will use?</p> <p>How their actions have an impact on others?</p>	<p>helped support them to maintain a respectful relationship? Identify actions and words that make children feel safe and unsafe complete and complete a sorting task. What is the role of a child in helping keep their friends safe? Sort scenario cards of when you need support from an adult. Children to participate in drama sessions how to respond if someone asks you to do something unsafe. During continuous provision, develop the vocabulary of safe, respectful &amp; caring. Challenge the children to use them in their play</p>	<p>issues such as password safety, supervision, posting personal information, taking/sharing photos, meeting online friends and trust/reliability. If someone tried to send you a message or video call you, how would you respond? Draw a pathway to safety - what steps will we take? Set up station with footprints cut out and children fill in.</p> <p>During continuous provision encourage children to discuss ways they have kept themselves and others safe. Complete a class keeping safe poster.</p>	<p>babies and discuss how we know which baby is a girl and which is a boy. How do we care for a baby? Discuss the terms vulva, testicles, anus and penis, reminding the children these are the names a doctor would call these parts of our body. Re-read the story of Love Makes a Family. What is the same and what is different about the people who care for our families? Watch the NSPCC pant video reminding children about safety.</p> <p><b>Discuss where you could turn for help if somebody touched your privates</b></p>
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				inappropriately? During continuous provision have opportunities for bathing the babies
<b>Year 1</b>				
<b>Lesson 1: To explore different types of relationships</b>	<b>Lesson 2: To recognise how to respect others even when they are different</b>	<b>Lesson 3: To understand my right to be safe</b>	<b>Lesson 4: To understand how to be safe online</b>	<b>Lesson 5: To explore the concept of privacy</b>
<p><b>Philosophy: How do strong families impact mental health?</b></p>  <p>Discuss with the children the attributes of a good family; include that they have commitment to each other, including in times of difficulty, protection and care. Role on the wall</p>	<p><b>Philosophy: How do good friendships impact on mental health?</b></p>  <p>Read Alone; discuss with the children why the character from the story chooses to be alone. Why does he choose to get his friends? As you read, perhaps show emotional</p>	<p><b>Philosophy: How do adults keep me safe?</b></p> <p>Discuss with the children the different adults in their lives and how they help keep them safe. Discuss the adult's characteristics such as kindness, respect, commitment. Split a sheet in half and do actions/ attributes. Discuss with the children the word permission -</p>	<p><b>Philosophy: Is trusting someone online the same as trusting them in person?</b></p>  <p>Read the story of the Monkey Cow. Discuss with the children about how quickly the password was shared for the code to get behind the locked door. Think about how you can</p>	<p><b>Philosophy: You need to respect others privacy</b></p> <p>Children to understand what the definition of the word privacy is. Look at the doll and recap the body parts names. Discuss with the children why are your penis, testicles, anus, vulva called privates? They are private</p>

<p>- what does commitment look and sound like? Discuss it is important to spend time together. Some people show their commitment by getting married.</p> <p>Read the story Two Places to call home. Discuss with the children the qualities that Florrie's parents have. Discuss the attributes of a good family. How to love and care for each other, being committed even in times of difficulty. Does this mean that families always show these attributes? Do parents sometimes make the wrong decision? Remind the children that all families will be unique.</p> <p>Refer to the class charters made at the</p>	<p>language to allow children to name the emotions he is showing on each page. Complete a Venn, thinking about activities two of the characters like to do independently; what can they do together? What actions can we take to build friendships? Role play different scenarios. Discuss the importance of respecting others even if they are different to you. Play emotions bingo.</p>	<p>what does it mean? Do you ever need permission to do something? Think about times when you need permission from your friend such as borrowing something or when you touch or hug them. Children to sort picture cards for times when they need to have permission and for times when they don't. Children to add the Zones of Relevance - how will they be feeling. Sometimes, when someone asks us for permission, the answer is no. It might make us feel uncomfortable but how do we overcome this? Discuss the different ways that we can say no, such as using words, moving away link this to staying safe online.</p>	<p>make an account safe online watch the online clip showing how to create a strong password. Children to create their own strong password. Reinforce not playing online games with people that we don't know. Key issue: what if a friend tells us <b>they</b> know them? If you were playing on the internet and somebody started a video chat with you, how you respond? Refer to the work already completed on saying no. Reinforce the concept of setting boundaries. Children to create their own boundaries for going online.</p>	<p>areas for private things. Discuss going to the toilet being behind a closed door! Show the children the widget from UN. Have a selection of locations such as the doctors, toilet and school. When is it alright to remove certain items of clothing for example pants? Rights of the Child: discuss the rights for your own body. As a class, discuss ways you can keep yourself safe. If you start to feel uncomfortable, how does your body and brain feel? What are the signals? Use doll or role model - where on the body do you feel funny? If you</p>
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beginning of the year. What would your family charter look like? What actions would the family member take? Rank them in order of importance. Discuss with the children who you would turn too during times of difficulty - complete the emotions graph. Are our emotions appropriate?		If someone doesn't listen to our No, what do we do?		feel uncomfortable, how can report it? Who to? Reinforce the previous work done on ways to say no.
<b>Year 2</b>				
<b>Lesson 1: To explore different types of relationships</b>	<b>Lesson 2: To recognise how to respect others even when they are different</b>	<b>Lesson 3: To recognise that stereotypes can impact our mental health</b>	<b>Lesson 4: To understand how to be safe online</b>	<b>Lesson 5: To explore the concept of privacy</b>
<b>Philosophy: Do families make a difference to us?</b>  Discuss with the children	<b>Philosophy: You always have to agree with your friend. True or false?</b>  Read the story I am you. Look at the word	<b>Philosophy: Boys and girls aren't equal. True or false?</b>  Discuss the U. N. Rights	<b>Philosophy: You can behave differently online. True or false?</b>  Read the story Troll Stinks up until the where	<b>Philosophy: I have a right to privacy. True or False?</b>  Look at the dictionary definition of privacy. When are

<p>the different roles that family members have. Do all family members have the same job role?</p> <p>Stay at home dad versus mum? Make sure everyone is clear on the outcome of this/ any key messages. Do all mums look after children? Can mums do multiple things? Look at Chilli Heeler being a great mum and having a job. Have a look at a selection of family members such as uncle or aunt, grandparent and a parent. What are their attributes? What are their actions? Discuss how they can show respect.</p> <p>Read The Up and Down Mum. Explore our emotions, focusing on the feeling of instability or unhappiness. Do children</p>	<p>UBUNTU from the story. What does this concept mean in the African culture? How can we build ubuntu? Discuss linked words such as loyalty, respect and trust. Children to decorate UBUNTU cut out with actions and words. Look at a variety of scenarios children to decide if they are ubuntu or not.</p> <p>If you aren't ubuntu, does this mean your friendship is over? Use a specific scenario to act this out. Develop the understanding that different choices and opinions are okay. Act out the scenarios, saying NO. After saying no, what can you do? Who can you ask for support? Link this to online safety and saying</p>	<p>of a Child. Explore what they mean to the children in the class. Circle around room - look at relevant rights. Which do they follow? Which do they experience? Are any more important than others?</p> <p>Read the story I'm a Girl. What do people think of her? What is her stereotype? Create class definition of stereotype. Children to think about themselves and what qualities that they have Create a flip book. Look at Sky Brown, Olympic skateboarder; what would have happened if people hadn't believed in her? Explore the concept that you have a right to be yourself. If you weren't able to be yourself, how</p>	<p>Cyril took selfies. With a partner act out what you would tell Cyril to do? Finish the story and discuss with the children: should the characters from the story have been going on the farmer's phone? Did they have permission? Do you think the characters in the story would have said unkind words to the troll in person? How has their behaviour changed online?</p> <p>Children to have a selection of photos from the story, match them to the zones of relevance.</p> <p>Remind the children that we need to be respectful to ourselves and others when online, and have the same principles in person.</p>	<p>times we are private? Have a selection of picture cards sort into times when we need privacy and times when we don't. Discuss how are we private online? How can our parents help to keep us safe online? Discuss our parents should look after us by checking our use of the internet.</p> <p>Re-read the story of the Troll who Stinks. Discuss how the Billy Goats Gruff weren't respectful of the Farmer's privacy as they went on his phone. Children to write a sorry letter to the Farmer from the goats explaining</p>
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<p>feel unsafe? Introduce worry monster - this is here to allow us to help if something isn't going right for you. Use the widgits from the U. N. Convention. Discuss the impact that family members have on us. Look at the scenario cards who could we turn to for help?</p>	<p>no is acceptable. How is being online different? How is it the same? What next steps do we need to take (if I would tell an adult in person, how can I report online?)</p>	<p>could this affect your mental health? Complete a matching activity, match task to feeling.</p>	<p>If you find that someone isn't being respectful online speak out. Which adults are there to help you? Create a jigsaw puzzle about ways to be respectful on line.</p>	<p>how they didn't respect his privacy.</p> <p>As a class discuss some boundaries, we all promise to follow to show how we will respect each other's privacy.</p> <p>Look at the scenario cards, imagine someone was not respecting your privacy who could you tell?</p>
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Year 3			
<b>Lesson 1: To explore different types of relationships</b>	<b>Lesson 2: To understand when relationships are not safe and how to get support</b>	<b>Lesson 3: To explore the differences between males and females and name their specific body parts</b>	<b>Lesson 4: To explore the link between physical and mental health</b>
Philosophy: What is a parent's main job? Different types of families	Philosophy: "You are as safe as you can be online because no one can touch you." Do	Philosophy: Do you think that only doctors should use medical language?	Philosophy: Which is more important: your physical or mental health?



<p>and how these are similar or different to our own family structure</p> <p>Different emotions our families experience</p> <p>Qualities and attributes of a family</p> <p>Recipe for a friend - and our own responsibilities</p> <p>Barriers to building strong friendships</p> <p>World citizenship - respect and tolerance for others</p>	<p><b>you agree or disagree?</b></p> <p>Difference between unhealthy/ toxic relationships and those which have upset us</p> <p>Different types of touch</p> <p>Consenting to types of touch</p> <p>Personal space</p> <p>How to behave and speak in friendships</p> <p>How unhealthy relationships impact our mental health</p> <p>Where to get support</p>	<p>Exploration of difference between males and females</p> <p>Gender stereotypes</p> <p>Language of biological differences</p> <p>Purposes of different body parts</p> <p>Appropriateness of differing levels of dress</p>	<p>Worries and the impact of a negative thought cycle</p> <p>Where children experience worries</p> <p>How to overcome worries</p> <p>Impact of positive mental health, actions and language</p>
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**There is an expectation that class TAs and 1:1s will be present in all Healthy Relationships lessons. This is to support in both a safeguarding capacity and to ensure that the most vulnerable pupils (including pupils with SEND) are adequately supported. All teachers will have received training to allow them to lead more open discussions. All children will have the opportunity to ask questions anonymously.**

#### **Year 4**

<b>Lesson 1: LO: To explore different types of relationships</b>	<b>Lesson 2: To understand when relationships are not safe and how to get support</b>	<b>Lesson 3: LO: To explore the physical and emotional changes in puberty</b>	<b>Lesson 4: LO: To explore the link between physical and mental health in puberty</b>
<b>Philosophy: Is family the most important thing in the world?</b>	<b>Philosophy: "People you don't know are the most dangerous." Do you agree?</b>	<b>Philosophy: Should we talk about our mental health?</b> Lifecycles and where puberty	<b>Philosophy: Only medical professionals can help with mental health. True or</b>

<p>Different types of families and how these are similar or different to our own family structure</p> <p>Qualities needed to make a strong family</p> <p>Attributes of a friend</p> <p>Our roles and responsibilities in a friendship</p> <p>How to improve friendships: sharing, honesty, showing appreciation and personal attributes</p> <p>Barriers to improving friendships</p> <p>World citizenship - respect and tolerance for others</p>	<p>Difference between unhealthy/ toxic relationships and those which have upset us</p> <p>Building resilience in our relationships</p> <p>Types of touch and the right over own bodies</p> <p>Consent</p> <p>Language use - changing thoughts to more appropriate</p> <p>Best qualities and how unhealthy relationships can impact this</p> <p>Online safety</p> <p>Where to get support</p>	<p>fits into them</p> <p>Language associated with puberty, including for genitalia</p> <p>Physical and emotional changes during puberty</p> <p>Menstruation, including period product use, access to period products and concerns surrounding "normal" periods</p> <p>Emotional impact of puberty</p> <p>Supporting each other to encourage positive emotions</p>	<p><b>false?</b></p> <p>Discuss of how physical health can benefit mental health</p> <p>Nutrition - food plate and creation of own snack</p> <p>Self-regulation</p> <p>Yoga and meditation</p> <p>Team work and communication</p> <p>The importance of building things</p> <p>Self-care stations</p> <p>Where to get support if needed</p>
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#### **Year 5**

<b>Lesson 1: LO: To explore different types of</b>	<b>Lesson 2: Session 2 LO: To understand when</b>	<b>Lesson 3: LO: To explore the physical and emotional</b>	<b>Lesson 4: LO: To explore the link between physical and</b>
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<b>relationships</b>	<b>relationships are not safe and how to get support</b>	<b>changes in puberty</b>	<b>mental health in puberty</b>
<p><b>Philosophy: When something is yours, it's private. True or false? Why?</b></p> <p>Types of families Our own families Roles within families Privacy versus safety Attributes of friends Ways to show attributes of ourselves Resolving conflicts Active citizenship Fundamental human rights Link between positive relationships and good mental health</p>	<p><b>Philosophy: What is the most important thing to remember when online?</b></p> <p>What are child-on-child crimes? Examples and opportunity to discuss how to get help. How to resolve child-on-child issues online Consequences of online or inappropriate behaviour Sexual image sharing and how to get support Privacy versus safety Recognising coercive control Saying no How and where to get help - particularly from third parties Impact of negative relationships on our mental health</p>	<p><b>Philosophy: Should we talk about our mental health?</b></p> <p>Human lifecycle Language associated with puberty, including for genitalia and reproductive organs Physical and emotional changes during puberty Menstruation, including period product use, access to period products and concerns surrounding "normal" periods Wet dreams and erections Hygiene and the importance of keeping ourselves clean Physical health and its impact on our mental wellbeing</p>	<p><b>Philosophy: Does everyone have mental health?</b></p> <p>Discuss of how physical health can benefit mental health Nutrition - food plate and creation of own snack Self-regulation Yoga and meditation Team work and communication The importance of building things Self-care stations Where to get support if needed</p>
<p><b>There is an expectation that class TAs and 1:1s will be present in all Healthy Relationships lessons. This is to support in</b></p>			

both a safeguarding capacity and to ensure that the most vulnerable pupils (including pupils with SEND) are adequately supported. All teachers will have received training to allow them to lead more open discussions. All children will have the opportunity to ask questions anonymously.

#### Year 6

Lesson 1: LO: To explore different types of relationships	Lesson 2: LO: To understand when relationships are not safe and how to get support	Lesson 3: LO: To explore the link between physical and mental health in puberty	Lesson 4: LO: To understand the facts of conception	Lesson 5: LO: To explore peer pressure and our transition to secondary school
<p><b>Philosophy: Some relationships are impossible to have. Do you agree?</b></p> <p>Types of families Our own families Roles within families Attributes of friends Qualities within ourselves to encourage friendship Next steps for ourselves with regards to friendship Barriers to attaining</p>	<p><b>Philosophy: Can adults ask for help in relationships?</b></p> <p>Strangers Safe interactions with strangers Safe interactions with peers Cyberbullying and how to act Use of social media Consenting to interactions Recognising coercive control</p>	<p><b>Philosophy: Should we talk about our mental health?</b></p> <p>Human lifecycle Language associated with puberty, including for genitalia and reproductive organs Physical and emotional changes during puberty Menstruation, including period product use, access to period products and concerns surrounding "normal"</p>	<p><b>Philosophy: When are you grown-up?</b></p> <p>Human lifecycle Life experiences and where in our lives people may choose to have a family Facts of conception Consent A child's right to their own body and image, including where to get help Different family structures</p>	<p><b>Philosophy: Doing what my friends do is the easiest option. Do you agree?</b></p> <p>Elements of a healthy relationship Peer pressure and its impact on young people Pressure to appear a certain way Posting images and videos without consent Drawing boundaries in new relationships Reality versus fake</p>

next steps Being a world citizen Voluntary service and its benefits Fundamental human rights Link between positive relationships and good mental health	Saying no How and where to get help - particularly from third parties Impact of negative relationships on our mental health	periods Wet dreams and erections Hygiene and the importance of keeping ourselves clean Physical health and its impact on our mental wellbeing	Gender identity and its link to conception	Revision of how to say no
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**There is an expectation that class TAs and 1:1s will be present in all Healthy Relationships lessons. This is to support in both a safeguarding capacity and to ensure that the most vulnerable pupils (including pupils with SEND) are adequately supported. All teachers will have received training to allow them to lead more open discussions. All children will have the opportunity to ask questions anonymously.**