

# St Mary & St Paul's CE Primary School



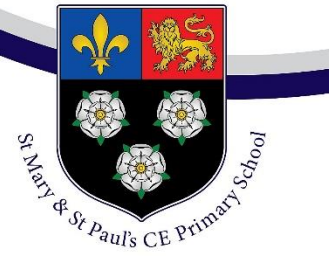
## PSHE Policy

Spring 2022

**‘Life in all its fullness through Learning and  
Love.’**

# St Mary & St Paul's CE Primary School

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Lead Responsibility	Paul Brooksbank	Approved By Governors	
Implementation date		Review date	

At St Mary and St Paul's, our Core Values of **Aspire, Joy, Hope, Serve**, and our Christian Ethos define all we do. Our vision Statement underpins our curriculum intent by enabling children to have '**Life in all its fullness through Learning and Love.**'

We aim to provide opportunities for our children to develop as independent, confident and successful learners with high **aspiration**, a sense of **hope** and **joy** and with a positive contribution to their community and wider society through **service**.

We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for secondary school and beyond. We provide enrichment opportunities throughout the curriculum to support engagement in learning. Throughout a child's experience in school, we believe children should be safe and happy, where there are no limits to curiosity and develop a thirst for experiences and knowledge.

## Intent Statement for PSHE

Our guiding principles have been that compulsory subjects should help keep children safe; help prepare children for the world in which they are growing up, including its laws in relation to relationships, sex and health; and help foster respect for others and for difference. The content must be age and developmentally appropriate; provide schools with the flexibility to deliver the subjects in a way that will be most beneficial for their particular pupils; and be delivered in schools in a way that engages parents and recognises that they are the primary teachers of their children.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

For the new subjects of Relationships Education, RSE and Health Education, the government has been clear that teaching must be age-appropriate and developmentally appropriate. Teaching should start with the central concept of always providing pupils with the knowledge they need on the laws of this country relating to the subject content.

The content must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need to prepare them to play a full part in society as responsible citizens. All of these subjects should be set in the context of a wider whole-school approach and broader school ethos, to support pupils to be safe, happy and prepared for life beyond school. For example, the curriculum on Relationships and Sex Education should complement, and be

supported by, the school's wider policies on science, behaviour, bullying and safeguarding. Teaching on mental health is also included within the PSHE scheme.

These subjects should support the wider work of schools in helping to foster pupil wellbeing and develop character and personal attributes that we believe are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. The safety of the children is also paramount and the subject aims to teach them to make wise decisions in keeping both themselves and their friends / family safe (including when using the internet).

The content of the subjects strikes a balance between prescribing clearly the important core knowledge that all pupils should be taught, whilst allowing flexibility for St Mary & St Paul's to design a curriculum that is relevant to our pupils. This also enables schools to consider how to teach the subjects, bearing in mind the religious backgrounds of their pupils, and enables schools with a religious character to build on the core content by reflecting the teachings of their faith. All schools must comply with the relevant provisions of the Equality Act 2013.

Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society, and that the law affords them and their relationships recognition and protections. Pupils growing up in families with LGBT members, or who are beginning to understand that they are or may be LGBT themselves, should feel that Relationships Education and RSE is relevant to them. Schools should make decisions about what is appropriate to teach on this subject and when based on the age and development of their pupils and should involve their parent body in these decisions, informing them clearly and in a timely manner about what and how their pupils will be taught. The Government believes that this is the right approach to teaching about LGBT, and as such, this is set out in the guidance and will be made clear to schools through communications and further support they receive to deliver these subjects.

#### Relationship and Sex Education

The Department continues, however, to recommend that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. St Mary & St Paul's have decided that they need to cover additional content on relationship and sex education, which isn't included in the national curriculum for science, to meet the needs of their pupils.

In PSHE at St Mary and St Paul's we aim to:

- In Early Years Foundation Stage we promote teaching and learning to ensure children's school readiness and gives pupils a broad range of life skills, knowledge and skills to provide the right foundation for good future progress through school and life.
- To provide memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable life skills.
- To ensure children are able to communicate articulately and confidently in a range of forms and situations across the curriculum.
- To ensure the children have access to a vocabulary rich curriculum that supports their access to the English Language.
- To provide our children with a secure knowledge and understanding of the National Curriculum / PSHE /RSE curriculum to equip them for learning in secondary education and learning beyond.
- To offer all our children the knowledge and understanding of how to keep themselves healthy and safe, both physically and mentally, to support their long term well-being.

- To secure learning opportunities for all children especially those who are learning from an alternative curriculum through our nurture provision.
- To develop knowledge about staying safe in the community and beyond (including when using the internet)
- Through our distinctively Christian ethos, an enriching rigorous RE and Collective Worship curriculum, we share with all our children the life-giving message of Jesus and an understanding of deep respect for the beliefs and cultures of others.
- To develop their understanding of the importance of have strong relationships and what is appropriate in a relationship (family / friends / other adults and children)
- For children to recognise the importance of their role and responsibility when living in the wider world
- To develop an age appropriate understanding of relationship and sex education.

To achieve this we commit to:

- Providing a broad and balanced curriculum that is purposeful, engaging and challenging and prepares our children to be master learners
- Creating an environment that stimulates and supports high-quality teaching and learning
- Ensuring all learners achieve life in all its fullness in whatever capacity
- Making links with the local/wider community and beyond to broaden ambition and to create opportunities for our children to access an extensive range of experiences

### **What is PSHE?**

PSHE is an acronym that stands for Personal, Social and Health Education. It is a vital and important part of your children's learning, it is also an area of the National Curriculum. –

PSHE focuses on a child's development on a personal level, and also covers aspects such as staying safe (for example road, safety, e-Safety, 'stranger danger') and sex and relationship education.

At St Mary & St Paul's we use the PSHE Association Scheme of Work which has been adapted for use in school.

Autumn 1 – Health and Wellbeing

Autumn 2 – Health and Wellbeing

Spring 1 – Relationships

Spring 2 – Living in the Wider World

Summer 1 – Relationship and Sex Education (lessons per class using CWP Scheme of Work – see appendix)

Summer 2 – Mental Health and Wellbeing

E Safety – is taught throughout the school year with days being allocated to the subject. Each term, resources are provided to staff to teach an element of E-Safety. In addition, bespoke lessons are taught depending on the needs and circumstances that arise in each class. They are taught sensitively and at an age appropriate level.

## **Implementation of PSHE**

### **What is high quality learning in PSHE?**

At St Mary and St Paul's we believe that children learn best when they:

- Have a thirst for knowledge and the opportunity to share this
- Are engaged and enthused by learning opportunities
- Their learning is purposeful, varied, well-structured and well delivered
- They are curious and enthusiastic about what they are learning
- When they can discuss and share learning with peers or staff
- Form positive relationships with staff and know they can trust and respect staff and each other
- Are actively involved in their learning at an appropriate level to match their interests and learning needs
- Work collaboratively
- Achieve excellence and gain approval
- Believe in themselves
- Appropriately challenged
- They are working in an environment which is safe, caring, supportive, stimulating and appropriately resourced
- Their learning encompasses the values of the school in aiding their development as future effective citizens
- Their learning can be applied to their own lives and situations and can be carried forward into life beyond St Mary & St Paul's

### **What is 'high quality teaching' in PSHE?**

At St Mary and St Paul's we believe that good teaching is when teachers/staff:

- Plan lessons effectively, which takes children's prior learning and current assessment / needs into account, and are responsively differentiated in order that the lessons consolidate, build upon and extend learning for all
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding and clear up any misconceptions
- Promote excellence and set standards high in all areas of school life and beyond – Learning has no limits!!
- Apply a range of teaching styles which appropriately match the children's learning styles to motivate and engage learners and adapt lessons and learning to suit learners needs
- Form positive relationships with the children in their class and other members of the school community
- Insist on high expectations of learning and social behaviours
- Ensure that effective challenge and support is given in order for the children to make at least good progress
- Embedded core values of aspire, hope, joy and serve in general teaching practise.
- Use quality questioning to help unearth and progress pupils' learning behaviours
- Create opportunities for mature age appropriate discussions which are directed and facilitated in order that the children make wise decisions, judgements and conclusions
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning
- Develop and maintain safe, secure and inspiring classroom and learning environments
- Effectively assess and monitor children's progress in order to extend children's learning both within individual lessons and over time
- Use resources effectively, including other adults, to support children's learning
- Use technology effectively in order to support children's learning
- Are reflective regarding their professional practice and the overall provision the school offers
- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions

**Planning in PSHE- Before the lesson teachers will:**

- Teacher will be aware of previous learning and will establish a clear 'learning intention' that builds on children's prior knowledge knowing how this fits in to the bigger picture of the overall curriculum.
- Ensure Subject Knowledge is good
- Develop a clear structure to aid lesson pace and engagements
- Plan important sticky knowledge that the children must take from the lesson.
- Plan Key vocabulary that will be essential to learning within the lesson
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links

**Main teaching of PSHE - The main teaching part of the lesson will include:**

- Articulate the 'learning intention' to pupils and ensure they are also clear on how this fits in to the bigger picture and the wider curriculum and what key learning needs to be retained
- Informing the children of the learning, how to be successful and specific language to be used
- Teacher modelling the process and task which is expected of the children
- Using resources which stimulate, sustain and support children's learning where necessary
- Appropriately levelled questioning
- Appropriate feedback given throughout the lesson to challenge and support the children
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacey enough that children remain engaged - opportunity given for children to move ahead if understanding is secure
- Secure subject knowledge demonstrated by the class teacher
- All children actively involved and engaged in their learning
- High expectations of children both in terms of their work and their learning and social behaviours
- Praise for the children when they do the right thing, achieve well and make progress
- Bring core values of aspire, hope, joy and serve to life.
- A wide range of assessment strategies including mini plenaries
- Evidence of positive relationships
- Links to how the PSHE curriculum, lessons and topics covered can be applied to their own life situations and as they mature and develop physically, socially, mentally, emotionally and spiritually.

**Assessment and evaluation – after the lesson good assessments made by the teacher will include:**

- Reflecting on which parts of the lesson went well, which parts were the children most engaged in; and which parts of the lesson did not go so well and why
- Reflecting on whether the work needs to be revisited at the start of the next lesson or does the learning intention need to be completely revisited again
- Evaluating whether all the children or groups of children achieved the learning intention.
- Assess children's memory of and understanding of the sticky knowledge.

### **Long Term Planning**

- Our 'Whole School Curriculum Map' is planned across the school and to identify cross curricular links and opportunities for educational visits.
- Each subject is planned out to ensure progress of knowledge and skills.

See Appendix 1 – Whole year and school overview for PSHE

See Appendix 2 – Relationship and Sex Education lesson overview

### **Medium Term Planning**

- For the foundation subjects our medium term planning is planned by class teachers from the schemes of work and monitored by the subject leader.

### **Record Keeping and Reporting**

Children's standards and achievements across PSHE are assessed in line with the PSHE Association - PSHE Education Programme of Study and evidence is recorded in whole class books and files/ folder.

### **Inclusion**

At our school, we teach PSHE to all children. PSHE forms part of our school curriculum providing a broad and balanced education. Through our PSHE teaching, we provide learning opportunities that enable pupils to make progress.

We aim to provide an inclusive environment which

- Sets suitable learning challenges
- Responses to children's diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups.

A number of our children with complex learning needs follow an individualised curriculum through our Nurture provision.

### **EQUALITY IMPACT STATEMENT (please refer also to the School's Equal Opportunities Policy):**

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Mary and St Paul's.

## **Relationship and Sex Education**

### **The Church of England Guidance**

The Church of England Guidelines state that RSE should be based on the following principles and is something that we will adhere to within the teaching and learning of RSE at St Mary and St Paul's CE Primary School

- Children should learn the importance of marriage, family and committed relationships as key building blocks of community and society.
- RSE includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- RSE is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be made more aware of the spiritual dimensions and the joys of intimacy.
- Children should be taught to have respect for their own and others peoples' bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves and of self-control.
- Children should be made aware of God's forgiveness and that there is always a way back.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

### **Withdrawal from RSE Lessons**

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Teachers will also share the principle that personal stories or circumstances do not have to be shared with the group, if the child is reluctant to.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias. Topics are presented using a variety of



views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In CWP lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

### **Involving Parents and Carers**

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE / RSE programme.

Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme if required.

### **Confidentiality, Safeguarding and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead or Head teacher who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

St Mary & St Paul's Church of England Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

### **Monitoring and Impact:**

The practical application of this policy will be reviewed by subject leader in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning. Impact grids for learning will be taken at the end of each unit of learning.

**The policy has been written using guidance from the Church of England Principles and Charter document – November 2019 (copies can be obtained online or by request via the school office).**

**The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.**

**January 2022**

	Autumn	Spring	Summer
Year 1	<p><b>Aut 1 - Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Ways to maintain physical, mental health</li> </ul>	<p><b>Relationships</b> Maintaining healthy relationships</p> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>- Self-respect and respect of others</li> </ul>	<p><b>Sum 1 - Sex and Relationships</b></p> <p><b>Sum 2 - Mental Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Describing a feeling and emotions</li> </ul>
Year 2	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Personal Hygiene</li> <li>- Growing and changing</li> <li>- Keeping safe</li> </ul>	<p><b>Spr 1 - Relationships</b></p> <ul style="list-style-type: none"> <li>- Recognise and respect differences and similarities</li> <li>- Recognise people being unkind</li> </ul> <p><b>Spr 2 - Living in the wider world</b></p> <ul style="list-style-type: none"> <li>- Local environment</li> <li>- Special people in community</li> </ul>	<p><b>Sum 1 - Sex and Relationships</b></p> <p><b>Sum 2 - Mental Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Describing a feeling and emotions</li> <li>- Know how to ask for help</li> </ul>
Year 3	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Making positive choices</li> </ul>	<p><b>Spr 1 - Relationships</b></p> <ul style="list-style-type: none"> <li>- Types of relationships</li> </ul> <p><b>Spr 2 - Living in the wider world</b></p> <ul style="list-style-type: none"> <li>- Human rights</li> </ul>	<p><b>Sum 1 - Sex and Relationships</b></p> <p><b>Sum 2 - Mental Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Feelings</li> </ul>
Year 4	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Managing change</li> <li>- Recognising, predict, assess risk</li> <li>- Keeping safe</li> </ul>	<p><b>Spr 1 - Relationships</b></p> <ul style="list-style-type: none"> <li>- Effects of their actions</li> <li>- Building confidence in speaking out</li> </ul> <p><b>Spr 2 - Living in the wider world</b></p> <ul style="list-style-type: none"> <li>- Consequences and responsibilities</li> </ul>	<p><b>Sum 1 - Sex and Relationships</b></p> <p><b>Sum 2 - Mental Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Recognising emotions</li> <li>- Expressing Feelings</li> </ul>
Year 5	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>- physical and mental wellbeing</li> <li>- Vocabulary for subject</li> </ul>	<p><b>Spr 1 - Relationships</b></p> <ul style="list-style-type: none"> <li>- Maintain and develop healthy relationships</li> <li>- Recognising emotions</li> </ul>	<p><b>Sum 1 - Sex and Relationships</b></p>

		Spr 2 - <b>Living in the wider world</b> <ul style="list-style-type: none"> <li>- Own actions and behaviours</li> <li>- Responsibilities of others in the community</li> </ul>	Sum 2 - <b>Mental Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Feelings</li> </ul>
Year 6	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Strategies for keeping safe</li> <li>- Responses to different situations</li> </ul>	Spr 1 - <b>Relationships</b> <ul style="list-style-type: none"> <li>- Responses to risky relationships</li> <li>- Equality</li> </ul> Spr 2 - <b>Living in the wider world</b> <ul style="list-style-type: none"> <li>- Money</li> <li>- Respecting environment</li> </ul>	Sum 1 - <b>Sex and Relationships</b> Sum 2 - <b>Mental Health and Wellbeing</b> <ul style="list-style-type: none"> <li>- Recognising emotions</li> <li>- Expressing Feelings</li> </ul>

Appendix 2 – Relationship and Sex Education Lesson Overview

reception
year 1
year 2
year 3  
year 4
year 5
year 6
Additional

## CWP Curriculum Overview

**Reception**  
**Family and Friendship**

Lesson 1: **Caring Friendships**  
Lesson 2: **Being Kind**  
Lesson 3: **Families**

**Year 1**  
**Growing and Caring For Ourselves**

Lesson 1: **Different Friends**  
Lesson 2: **Growing & Changing**  
Lesson 3: **Families & Care**

**Year 2**  
**Differences**

Lesson 1: **Differences**  
Lesson 2: **Male & Female Animals**  
Lesson 3: **Naming Body Parts**

**Year 3**  
**Valuing Difference and Keeping Safe**

Lesson 1: **Body Differences**  
Lesson 2: **Personal Space**  
Lesson 3: **Help and Support**

**Year 4**  
**Growing Up**

Lesson 1: **Changes**  
Lesson 2: **What is Puberty?**  
Lesson 3: **Healthy Relationships**

**Year 5**  
**Puberty**


Lesson 1: **Talking about Puberty**  
Lesson 2: **The Reproductive System**  
Lesson 3: **Help and Support**

**Year 6**  
**Puberty, Relationships & Reproduction**

Lesson 1: **Puberty & Reproduction**  
Lesson 2: **Communication in Relationships**  
Lesson 3: **Families, Conception & Pregnancy**  
Lesson 4: **Online Relationships**

**Additional Folder Year 5/6**

**Unit 1: FGM**  
**Unit 2: Respect and Equality**



## Appendix 3 – Letter to parents (March 2020)

March 2020

Dear Parents and Carers,

You may well have heard on the news over the past few months about the introduction of Relationship and Sex Education to the curriculum for primary aged children. From September 2020, this will then be a statutory part of the National Curriculum.

Whilst as a school we have taught some of this curriculum through our Science topics, it now falls under a wider remit of PSHE. As a school, we have decided that the children will cover these topics during their PSHE lessons during the first half of the summer term.

To cover the range of topics and lessons in RSE, we have bought in a scheme of work which covers all of the objectives that we are to teach the children. We believe that this is an important part of growing up and developing a deeper understanding of themselves and their bodies together with their relationships with others. We have attached a copy of the lesson overview on the reverse of this letter.

Should you wish to see the resources for each of the lessons then they will be available to be looked at on @@@@ at 2.30pm.

As parents / carers you do have the option to withdraw your child from these lessons but must first make an appointment with either Mr Parks or Mr Brooksbank to discuss your reasons for this.

We hope that you will recognise the importance of these lessons and how they will be integrated into our curriculum.

Yours sincerely

Mr Parks & Mr Brooksbank



# CWP Curriculum Overview



## Reception Family and Friendship

- Lesson 1: **Caring Friendships**
- Lesson 2: **Being Kind**
- Lesson 3: **Families**

## Year 1 Growing and Caring For Ourselves

- Lesson 1: **Different Friends**
- Lesson 2: **Growing & Changing**
- Lesson 3: **Families & Care**

## Year 2 Differences

- Lesson 1: **Differences**
- Lesson 2: **Male & Female Animals**
- Lesson 3: **Naming Body Parts**

## Year 3 Valuing Difference and Keeping Safe

- Lesson 1: **Body Differences**
- Lesson 2: **Personal Space**
- Lesson 3: **Help and Support**

## Year 4 Growing Up

- Lesson 1: **Changes**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Healthy Relationships**

## Year 5 Puberty

- Lesson 1: **Talking about Puberty**
- Lesson 2: **The Reproductive System**
- Lesson 3: **Help and Support**

## Year 6 Puberty, Relationships & Reproduction

- Lesson 1: **Puberty & Reproduction**
- Lesson 2: **Communication in Relationships**
- Lesson 3: **Families, Conception & Pregnancy**
- Lesson 4: **Online Relationships**

**Additional Folder Year 5/6**  
Unit 1: **FGM**  
Unit 2: **Respect and Equality**

