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Cyril Jackson School
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Inspiring Minds Through Opportunity

PSHE Policy

January 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2022/2023 September	All Sections	Formatting
2022/2023 February	Monitoring Arrangements	Updated to include reviews.
2022/2023 February	Appendices	Addition of knowledge organisers.
2023/2024 January	All Sections	Formatting
2023/2024 January	All Sections	Date Change
2024/2025 January	All Sections	Formatting
2024/2025 January	Legislation	Updated 'legislation and guidance'
2024/2025 January	Roles and Responsibilties	Addition of 'roles and responsibilities'
2024/2025 January	Curriculum	Update to 'curriculum'
2024/2025 January	Child Protection	Update to 'child protection'
2024/2025 January	Equality and Accessibility	Update to 'equality and accessibility'
2024/2025 January	Appendix 1	Updated examples of knowledge organisers
2025/2026 January	Legislation	Update including new statutory guidance
2025/2026 January	PSHE	Revised to include new statutory guidance
2025/2026 January	The Curriculum	Revised to include new statutory guidance
2025/2026 January	Child Withdrawal	Revised to improve clarity and remove repetition.
2025/2026 January	Parental Involvement	Updated dates.
2025/2026 January	Appendix 1	Updated examples of knowledge organisers

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

Every child has the right to express their views, feelings and wishes in all matters… and to have their views considered and taken seriously. (Article 12)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. (Article 29)

The purpose of this policy is to provide all staff with guidance on all areas of the teaching of PHSE within the school.

At Cyril Jackson Primary School we aim to help children to develop the knowledge, understanding, attitudes, values and skills that they need to reach their potential and become independent members of society. We try to help children to reflect on, discuss and consider the many moral, spiritual, social and cultural issues that are part of growing up. This will enable children to:

- Have a sense of purpose;
- Value themselves and respect others;
- Understand what makes for good relationships with others;
- Respond to challenges;
- Take an active role in their own learning;
- Develop spiritually, morally, socially and culturally;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues, including the dangers of drugs and alcohol;
- Understand and manage their emotions;
- Acknowledge and appreciate difference and diversity;
- Be independent and responsible members of the school and the local community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Safeguard the environment;
- Develop good relationships with other members of the school and the wider community;

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Child Protection Policy
- Complaints Policy
- Drugs Policy

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- Health and Safety at Work etc Act 1974
- Education Act 1996
- Education Act 2002, see below for further detail
- Children Act 2004
- Equality Act 2010
- Children and Families Act 2014
- DfE (2014) National Curriculum in England: Framework for Key Stages 1 to 4
- Children and Social Work Act 2017
- DfE (2022) Health and Safety: Responsibilities and Duties for Schools
- DfE (2022) Personal, Social, Health and Economic (PSHE) Education
- DfE (2025) 'Keeping Children Safe in Education (KCSIE)
- DfE (2026) Relationships Education, Relationships and Sex Education (RSE) and Health Education

This policy meets the requirements of the guidance from the Department for Education (DfE), and refers to the DfE's statutory guidance on PSHE and RSE. These documents are drawn from the following legislation:

- Section 78 of the Education Act 2002
- Page 7, Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department For Education, 2025.
- Statement 45, Page 19, Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department For Education, 2025.

4. Roles and Responsibilities

4.1. The Trust and School Committee

The Trust and School Committee is responsible for ensuring the school's PSHE Policy is implemented effectively and nsuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

4.2. Headteacher

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

4.3. PSHE Lead

The PSHE Lead is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times. Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

4.4. Pupils

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

5. PSHE

Under section 78 of the Education act 2002 a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.

The 2025 Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, revised in July 2025 and coming into statutory effect from September 2026, sets out the statutory relationships and health content that all primary schools are required to teach, ensuring that pupils are equipped with the knowledge that enables "them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy."

According to Relationships Education, Relationships and Sex Education (RSE) and Health Education, the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

The focus will be on ensuring that children are taught how to establish safe and fulfilling relationships, both inside and outside of familiar relations, as well as online.

Through positive relationships, the personal characteristics of self-respect and self-worth will be developed, alongside a whole range of other positive traits to encourage children to become active, social participants.

At Cyril Jackson, we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.

At Cyril Jackson school we have chosen to follow the London Borough of Tower Hamlets (LBTH) recommendation with regards to LGBT content, which is the teaching of different types of families. This content is part of the statutory part of the curriculum in Key Stage 1 and Key Stage 2.

6. Health Education

Every child has the right to the best possible health. Governments must provide good quality… education on health and well-being so that children can stay healthy. (Article 24)

Health Education looks to ensure that children are prepared for the physical and mental changes that will happen to their bodies as they get older. The national curriculum for Science (coverage of which is statutory) also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Sex education is non-statutory in primary schools. Cyril Jackson has chosen to include sex education in their PSHE curriculum to:

Ensure that pupils are aware of changes that will happen with their bodies and to allow pupils to open a dialogue to share any of their concerns or worries;

Help bridge the transition from Year 6 to Year 7. Sex education is statutory at secondary school, and it is our belief that primary school should support Key Stage 3 learning where possible to ensure that pupils are not left feeling confused or alarmed by information (either from educators or peers);

Support the teaching of statutory Health education around puberty and menstruation.

7. The Curriculum

7.1. PSHE Vision

Every child has the right to life. [Duty-bearers] must do all they can to ensure that children survive and develop to their full potential. (Article 6)

Every child must be free to express their thoughts and opinions and to access all kinds of information. (Article 13)

The PSHE curriculum, taught using the concepts of P4C (Philosophy for Children), is to enable children to become (in-line with article 13) critical thinkers and to explore, in-depth, concepts and ideas which impact on their lives and relationships every day. Through exploring concepts and values in a variety of ways, we are giving children the building blocks to being successful members of society (article 6) and supporting the embedding of their own principles and morals into their actions and words.

There are seven main areas of the curriculum:

- Communication
- Community
- Health
- Citizenship
- Personal Relationships
- Health and Relationships Education
- Change & Reflections

Each of these key concepts (except Health and Relationships Education) are taught through a range of activities across all year groups.

In Key Stage One, the aim is for children to become concept literate which is to demonstrate an understanding of the concept. In Lower Key Stage Two, children will become fluent, meaning that they will be able to see links between different key concepts and recognise the value of the concepts and teachings. Finally, in Upper Key Stage Two, children will achieve concept mastery: here they will become reflective and active participants of their learning and will begin to define their own understanding of key concepts.

The subject leader is responsible for ensuring that coverage is met and that plans are available through the termly Medium-Term Planning document. Class teachers are then responsible for delivering content to their classes on a weekly basis.

PSHE and RSHE are delivered through a whole-school approach that reflects the statutory 2025 Relationships Education, Sex Education and Health Education guidance.

The curriculum is planned and sequenced to ensure pupils develop age-appropriate knowledge, skills and attitudes across the statutory strands of relationships, health, and online safety, with additional coverage of economic wellbeing and personal safety.

Delivery takes place through discrete PSHE units, Circle Time, Philosophy for Children, cross-curricular links, whole-school initiatives (such as the Rights Respecting Schools Award and Anti-Bullying Ambassadors), and high-quality in-school workshops supported by appropriate resources.

Practical learning forms an important part of implementation; pupils receive structured first aid education, including basic life-saving skills, CPR awareness, asthma response, bleeding control and head injury awareness, with qualified external providers delivering full first aid training for Years 3 to 5.

The curriculum promotes respectful, safe and healthy relationships; fosters resilience, self-efficacy and emotional literacy; and equips pupils to make informed, safe choices, both online and offline, in line with the expectations set out in the 2025 statutory guidance.

Learning is strengthened through purposeful links with other subjects and via partnerships with the wider community, including Learning Partners, Link Governors, the Speech and Language Unit and the Limehouse Community Forum.

Wider opportunities such as after-school clubs, educational visits and programmes including Junior Citizenship, travel safety, fire safety, bullying prevention and drugs education further support pupils in applying their learning to real-world contexts and developing the knowledge and behaviours needed to keep themselves and others safe.

8. Parent Consultation

From September 2020, the Health and Relationships Education (HRE) aspects of PSHE education became compulsory in all Primary schools. However, due to COVID-19, the Department for Education extended the implementation deadline for HRE until the summer term 2021.

Age appropriate HRE is a statutory requirement in Primary. Sex Education is non-statutory in Primary. We recognise there are concerns about some elements of the new HRE guidance. As a school we are committed to delivering age-appropriate education which helps keep children safe and secure. These subjects form part of our wider whole school approach to safeguarding every child.

Tower Hamlets is a place where we celebrate our differences and see our diversity as strength. Our borough is a 'No Place for Hate' borough and as a rights respecting school, we work to tackle all forms of prejudice and intolerance (article 2 of the UN Rights of the Child, non-discrimination). We want our school to be a place which champions this diversity and can make all children, and their families, feel welcome in the school community and within our borough.

In 2021 the school held a series of year group parent and carer consultation meetings on the online platform Zoom to share resources and the full content of the curriculum. Parents who attended were reassured by our clear aims and transparency of sharing the content and resources of the lessons (article 24, best possible education about health and well-being). These resources are available for parents to view on the school website.

After the virtual parent consultation meetings, we were still very keen to engage with parents/carers in our school and want to take their views on board. We wanted to ensure that CJPS is prepared and that our parents/carers are involved in this process.

We asked parents to complete a survey as part of our ongoing online work, so that the school can hear parent's thoughts about our approach to HRE. It was also an opportunity for parents and carers to ask questions and get further clarification. Once the survey was completed, and responses collated, CJPS sent a letter summarising any questions and concerns to all parents.

9. Accessibility

Cyril Jackson is committed to ensuring that all pupils are able to participate in the curriculum. The SENDCOs contributed to the planning process to ensure that the learning is accessible for all pupils. A tailored scheme of learning has been devised by the SENDCOs, and the lead key worker in Elm Class, to ensure that the learning is developmentally appropriate for each individual child (in-line with the guidance from the Department for Education).

10. Assessment

There is no formal assessment of PSHE in place, as outlined in the statutory guidance, however informal assessments will be carried out by class teachers, using termly Knowledge Organisers (see appendix 1) to ensure high quality of provision. Progress will continue to be monitored though outcomes by both the class teacher and the subject leader.

The subject leader will conduct termly book scrutinies to monitor the coverage of objectives and evaluate the quality of teaching.

11. Child Protection

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

11.1. Confidentiality

As a general rule, the teacher or staff member concerned will maintain the child's confidentiality. However, if the person concerned believes that the child is at risk or in danger, s/he will inform the Designated Child Protection Officer/s. The children concerned will be made aware that confidentiality is being breached and the reasons why. The teacher or member of staff will support the child throughout the process.

11.2. Answering Difficult Questions

Pupils could ask teachers questions which go beyond the provisions set out in the Relationship Education guidance. In this instance, teachers are advised to reassure pupils that they have heard/ read their question and explain why they cannot answer it (that it is not something that will be

covered at this stage in their education). Teachers are then advised to speak to the pupil's parents and to inform them of their child's questions.

It is good practice to talk to the pupil(s) concerned before involving a parent or carer—to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the designated safeguarding lead and acted upon in accordance with the school's confidentiality policy.

It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone, including parents/carers. Where possible, teachers are advised to allow pupils time to write down any questions that they may have to ensure that pupils feel safe and confident to ask questions instead of turning to unreliable sources (such as other pupils or the internet).

11.3. Child Protection Procedures

If a child makes a disclosure regarding sexual or other abuse the member of staff will immediately inform the Designated Child Protection Officer/s and Child Protection Procedures will be initiated. Please refer to the Child Protection Policy.

11.4. Child Withdrawal

The school recognises that parents have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSHE. Parents do not, however, have the right to withdraw their child from the relationships or health elements of the programme.

Parents also cannot withdraw their child from content that forms part of the Science curriculum (main external body parts, the human body as it grows from birth to old age, including puberty, and reproduction in some plants and animals). This content is statutory and therefore not subject to withdrawal.

Parents wishing to withdraw their child may do so only from sex education lessons. If a pupil is excused from these lessons, the school will ensure that they receive appropriate, purposeful education during the period of withdrawal.

Requests for withdrawal must be made in writing to the headteacher. Before agreeing to the request, the headteacher will discuss the matter with the parents and, where appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any potential negative impact of withdrawal. All discussions will be documented and stored securely in line with the school's Records Management Policy.

Following this discussion, the school will respect the parents' request to withdraw their child. If, at a later stage, the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide this. For pupils with SEND, the headteacher will take their specific needs into account when making the decision.

11.5. Parental Involvement

Meetings with parents were held in Spring 2021 to discuss the Health and Relationships curriculum, during which the policy and its contents were explained and parents were given the opportunity to share their views. Following these meetings, a parent survey was circulated to all families to gather further feedback. A summary of the survey findings and the school's response was then shared in the school newsletter in Summer 2021.

Each year, we hold year group workshops where parents and carers can gain an insight into what their child's will be learning in PSHE. These workshops give parents and carers the skills to reinforce PSHE lessons at home and support their child's personal development. Parents also have the opportunity to address any queries directly with the school. The school publishes these workshops on the school website.

12. Training Opportunities

The school is committed to ensuring that all teaching staff have regular professional development. This may be through whole school INSET training, professional development meetings or phase development meetings. Partnership teaching opportunities are in place to support any teachers who are new to Cyril Jackson or those who need additional support. Please see the CPD Policy for more information.

13. Equality and Accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

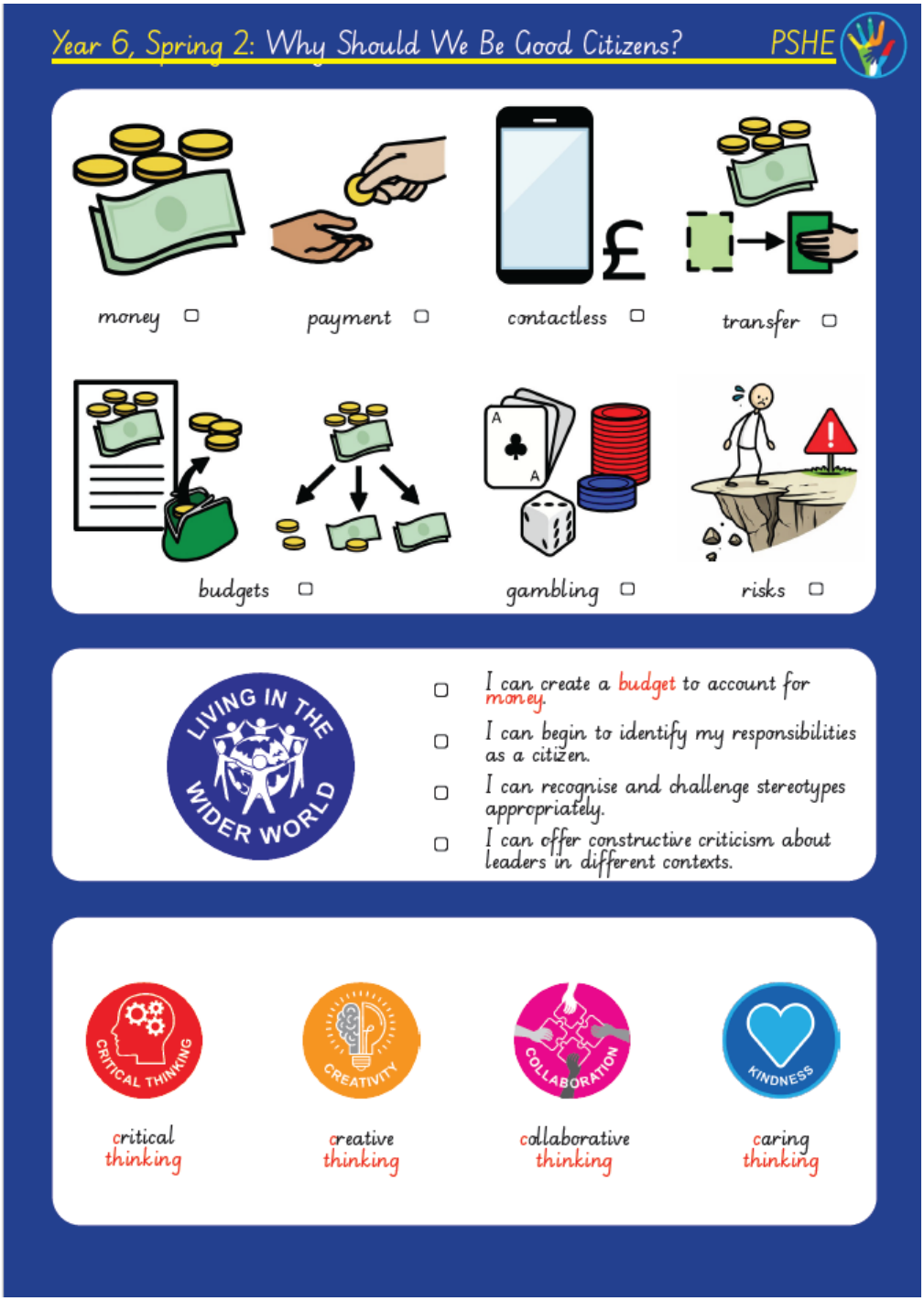
Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law. The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

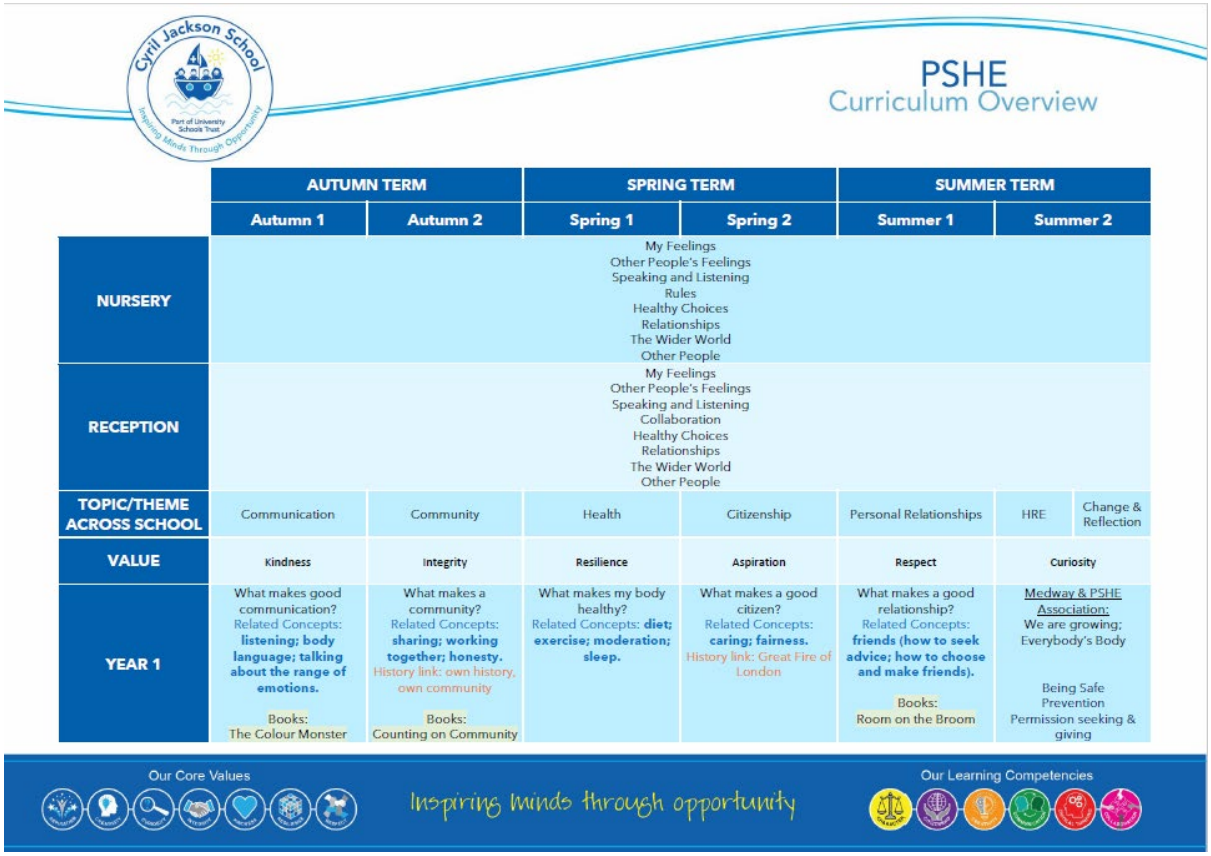
See Equality Policy.

14. Appendices

14.1. Appendix 1 – Appendix 1 – PSHE Knowledge Organisers



14.2. Appendix 2 - PSHE Overview



PSHE
Curriculum Overview

	AUTUMN TERM		SPRING TERM		SUMMER TERM		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
NURSERY	My Feelings Other People's Feelings Speaking and Listening Rules Healthy Choices Relationships The Wider World Other People						
RECEPTION	My Feelings Other People's Feelings Speaking and Listening Collaboration Healthy Choices Relationships The Wider World Other People						
TOPIC/THEME ACROSS SCHOOL	Communication	Community	Health	Citizenship	Personal Relationships	HRE	Change & Reflection
VALUE	Kindness	Integrity	Resilience	Aspiration	Respect	Curiosity	
YEAR 1	What makes good communication? Related Concepts: **listening; body language; talking about the range of emotions.** Books: The Colour Monster	What makes a community? Related Concepts: **sharing; working together; honesty.** History link: own history, own community Books: Counting on Community	What makes my body healthy? Related Concepts: **diet; exercise; moderation; sleep.**	What makes a good citizen? Related Concepts: **caring; fairness.** History link: Great Fire of London	What makes a good relationship? Related Concepts: **friends (how to seek advice; how to choose and make friends).** Books: Room on the Broom	Medway & PSHE Association: We are growing; Everybody's Body Being Safe Prevention Permission seeking & giving	

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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
						Books: The Growing Story
YEAR 2	What makes good communication? Related Concepts: **listening; speaking; sharing with adults.** Books: The Colour Monster Not Now, Bernard	What makes my body healthy? Related Concepts: **medicine; illness; mental health.** History link: Victorian Nurses	What makes a community? Related Concepts: **belonging; all taking part; support & challenge one another; generosity.**	What makes a good citizen? Related Concepts: **financial well-being**	What makes a good relationship? Related Concepts: **families/ respect for differences; marriage.** Books: The Family Book	Medway & PSHE Association: My Special people; Everybody's Body Being Safe Prevention Permission seeking & giving Books: Grandfather and I
YEAR 3	What does good communication need? Related Concepts: **body language; voice; judging appropriateness.**	How do you build a community? Related Concepts: **Working together; rules; honesty.** History link: building of Stone Age communities	What does a healthy body need? Related Concepts: **mental-health; self-esteem; self-respect; healthy spaces; moderation.**	How does someone become a good citizen? Related Concepts: **Making a positive contribution; First Aid training** History link: building of pyramids	How does someone build a good relationship? Related Concepts: **conflict resolution; how to seek advice.** Books: Flop-Ear	Medway & PSHE Association: Everybody's Body NSPCC: Privacy; Share Aware Being Safe Prevention Permission seeking & giving
YEAR 4	What does good communication need? Related Concepts: **swearing; slang; appropriate; recognising own triggers; consequence.**	How do you build a community? Related Concepts: **leadership; communal values, courage, humility, trustworthiness.**	How does someone become a good citizen? Related Concepts: **responsibility; environmental health; responsibility; animals.**	What does a healthy body need? Related Concepts: **drugs (legal and illegal; including alcohol and tobacco); disability.**	How does someone build a good relationship? Related concepts: **families/ respect for differences; marriage.**	Medway & PSHE Association: Puberty: time to change; Puberty: menstruation and wet dreams; Puberty: emotions and

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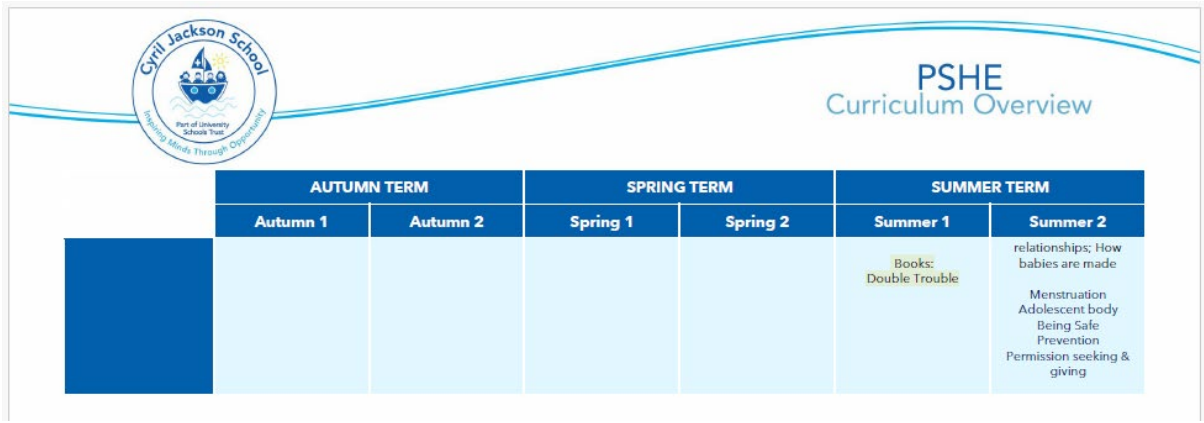
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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Books: Not Now, Bernard		Geography link: water cycle	Science link: Animals, including humans	Books: All About Families	feelings Menstruation Adolescent body Being Safe Prevention Permission seeking & giving
YEAR 5	Why is good communication important? Related Concepts: **words; body language; respect; forms of communication (online etc.).**	Why is community cohesion important? Related Concepts: **working together; humility; justice; consequences.**	How do you build a healthy body? Related Concepts: **prevention- sun, sleep, vaccines.**	Why should we be good citizens? Related Concepts: **social contracts; First Aid training**	Why are good relationships important? Related Concepts: **loyalty; civility; characteristics of good friendships.** Books: Strictly NO Elephants!	Medway & PSHE Association: Puberty: time to change; Puberty: menstruation and wet dreams; Puberty: personal hygiene Menstruation Adolescent body Being Safe Prevention Permission seeking & giving
YEAR 6	Why is good communication important? Related Concepts: **bias; critical thinking; online communication.**	How do you build a healthy body? Related Concepts: **body image; mental health; moderation; self-respect.**	Why is community cohesion important? Related Concepts: **leadership; stereotypes; courage.**	Why should we be good citizens? Related Concepts: **democracy; financial wellbeing.**	Why are good relationships important? Related Concepts: **politeness; forming and changing a relationship; how to seek advice.**	Medway & PSHE Association: Puberty: recap and review; Puberty: change and becoming independent; positive and healthy

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	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Books: Double Trouble	relationships; How babies are made Menstruation Adolescent body Being Safe Prevention Permission seeking & giving

14.3. Appendix 3 – Health and Relationships Scheme of Work

Health and Relationships education will be taught using the, PSHE Association Quality Marked, Medway Association Relationships and Sex Education.

This scheme of work has then been adapted with additional resources from the NSPCC PANTs and Share Aware lessons to ensure a complete scheme of work that is appropriate for the pupils at Cyril Jackson.

Lessons in Years 1-5 a statutory- this means that parents have no right to withdraw. In Year 6, lessons 1-3 are statutory- this means that parents have no right to withdraw; lesson 4 (How a Baby is Made) is non-statutory – this means that parents have a right to withdraw.

Year Group	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Year 1 All lessons are statutory.	We are Growing Learning Objectives: • How we change as we grow Intended Learning Outcomes: • recognise the main stages of the human life cycle (baby, child, adult) • recognise the process of growing takes time and describe what changes when people grow from young to old • identify ways we are more independent now than when we were younger • describe our feelings about growing and changing	Everybody's Body Learning Objectives: • The differences and similarities between people Intended Learning Outcomes: • describe gender similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body		
Year 2 All lessons are statutory.	My Special People Learning Objectives: • The special people in our lives and how we care for one another Intended Learning Outcomes: LO: • identify our own special people • explain what makes them special to us and why they are important in our lives • describe the different ways our special people care for us • recognise how we can care for them in return	Everybody's Body Learning Objectives: • The differences and similarities between people Intended Learning Outcomes: • describe gender similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body		
Year 3 All lessons are statutory.	Everybody's Body Learning Objectives: • The differences and similarities between people Intended Learning Outcomes: • describe gender similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body	Privacy Learning Objectives: Children will be able to: • understand and learn the PANTS rules • name body parts and know which parts should be private • know the difference between appropriate and inappropriate touch • understand that they have the right to say "no" to unwanted touch • start thinking about who they trust and who they can ask for help	Share Aware Learning Objectives: We are learning about online safety and how to access available help inside and outside school	
Year 4 All lessons are statutory.	Puberty: Time to Change Learning Objectives: The physical changes experienced during puberty	Puberty: Menstruation & Wet Dreams Learning Objectives: About the biological changes that happen to females during puberty	Puberty: Emotions & Feelings Learning Objectives: • how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty	

	Learning Outcomes: • identify some of the physical changes that happen to bodies during puberty • explain that puberty begins and ends at different times for different people • use scientific vocabulary for external male and female body parts/genitalia	Learning Outcomes: • use scientific vocabulary for external and internal male and female body parts • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams	Learning Outcomes: • describe how emotions and relationships may change during puberty • explain where we can get the help and support we need in relation to puberty.	
Year 5 All lessons are statutory.	Puberty: Time to Change Learning Objectives: The physical changes experienced during puberty Learning Outcomes: • identify some of the physical changes that happen to bodies during puberty • explain that puberty begins and ends at different times for different people • use scientific vocabulary for external male and female body parts/genitalia	Puberty: Menstruation & Wet Dreams Learning Objectives: About the biological changes that happen to females and males during puberty Learning Outcomes: • use scientific vocabulary for external and internal male and female body parts • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams	Puberty: Personal Hygiene Learning Objectives: We are learning: • about the importance of personal hygiene during puberty • to respond to questions about puberty Learning Outcomes: • explain how and why it is important to keep clean during puberty • describe ways of managing physical change during puberty • respond to questions and give advice to others about puberty	
Year 6 Lessons 1-3 are statutory. Lesson 4, How a Baby is Made, is non-statutory.	Puberty: Recap & Review Learning Objectives: We are learning: • more about the changes that happen at puberty (recap from year 4 or 5) Learning Outcomes: • describe the physical and emotional changes that occur during puberty and how to manage these • identify myths and facts about puberty, and what is important for a young person to know • demonstrate how to begin conversations (or ask questions) about puberty with people that can help us	Puberty: Change & Becoming Independent Learning Objectives: We are learning: • about managing change — new roles and responsibilities as we grow up Learning Outcomes: • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities	Positive & Healthy Relationships Learning Objectives: We are learning: • about what constitutes a positive, healthy relationship • that relationships can change over time Learning Outcomes: • identify different kinds of loving relationships • describe the qualities that enable these relationships to flourish • explain the expectations and responsibilities of being in a close relationship • recognise how relationships may change or end and what can help people manage this	How a Baby is Made Learning Objectives: We are learning: We are learning: • about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows) Learning Outcomes: • identify the links between love, committed relationships / marriage, and conception • explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults • explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)