



Nursery Hill
Primary

Health and Relationships at Nursery Hill

LifeWise.

Learn along
with me, Lenny
LifeWise!



What Is PSHE?

- PSHE = Personal, Social and Health Education
- In a very small nutshell...
- It looks at the people who care for us, families and what they might look like, friendships (both face to face and digital), respecting others, keeping ourselves safe in the world, digitally and online. It talks about growing up, learning, money and the world of work.
- PSHE looks at how we help each other and how we can support the community. It looks at communication, who we talk to and what we share with others and how spending time with friends and family is important.
- PSHE talks about emotions like anxiety and happiness, dealing with loss, puberty and menstruation, healthy eating and exercise, mindfulness and relaxation, medicines and drugs and keeping ourselves safe and much more...

What Do Schools Have To Teach?

- FROM SEPTEMBER 2021, the Department for Education says that all primary schools must teach their pupils:
 - ✓ Relationships Education
 - ✓ Health Education
- Sex Education is not compulsory BUT puberty, naming external body parts, human development from birth to old age and reproduction in animals must be taught to all pupils because it is part of the Science National Curriculum in primary schools.
- The Department for Education guidance states that 'all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils'. It should prepare boys and girls for the 'changes that adolescence brings'. At Nursery Hill Sex Education has been withdrawn from the year 6 curriculum.

What Are My Choices As a Parent?

What Must Be Taught...

- ▶ Relationships Education
- ▶ Health Education
- ▶ Puberty Education (Statutory)
- ▶ Names of external body parts
- ▶ Human development from birth to old age
- ▶ Reproduction in animals and plants

Parent Choice...

- ▶ You have the right to know what our Relationships and Health Education Policy is about.
- ▶ You have the right to know what will be covered by our school.
- ▶ You have the right to see the resources used by our school.

What Do We Do At Our School?

- We believe that teaching PSHE informs our pupils about body differences, growing up, body changes and the emotions and feelings that they might have. Specific vocabulary that they learn allows them to keep their bodies safe and empowers them to communicate any concerns that they might have about their own health or safety. It prepares pupils for their transition to secondary school and life's journey.
- We use the Lifewise PSHE and Activity programme and resources for our PSHE curriculum– take a look at it with us today to see what you think
- Pupils from Year 1 to Year 6 are taught age-appropriate information using specific and relevant vocabulary
- The teaching often links to the Science National Curriculum and other curriculum subjects and topics
- We keep parents fully informed about curriculum coverage for each year group- this can be found on the school website.

Our PSHE Timetable and Learning Intentions For Key Stages 1 And 2

- Our PSHE timetable covers Year 1 through to Year 6
- Usually, your child will have one lesson of PSHE each week
- Each topic has two planned lessons with learning intentions – what we expect the pupils to learn in the lessons
- Each topic has a colour code linked to the [LifeWise PSHE and Activity programme](#). All of these make up a rich, varied and comprehensive coverage of primary PSHE
- We will also use 'The PANTS rule' which has been created by the NSPCC to support young children to stay physically safe and emotionally safe



The PANTS rules

PRIVATES ARE PRIVATE

ALWAYS REMEMBER YOUR
BODY BELONGS TO YOU

NO MEANS NO

TALK ABOUT SECRETS
THAT UPSET YOU

SPEAK UP, SOMEONE
CAN HELP

A SUGGESTED SEQUENCE OF TEACHING TOPICS ACROSS KS1 AND KS2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	BRAVING THE WEATHER ROAD SAFETY EMERGENCY SERVICES	COMMUNICATION TRUST FIREWORK SAFETY	SAFETY SYMBOLS FOOD AND WHAT NOT TO EAT WATER SAFETY	<i>MY BODY BELONGS TO ME</i> CARING FOR ANIMALS ANIMALS AND OUR LIVES	CARING FOR NATURE SIGNALLING AND SIGN LANGUAGE SAVE OUR EARTH!	GROW YOUR OWN! RUNNING OUT OF RESOURCES RECYCLING AND WASTE
YEAR 2	HAPPINESS IT'S OKAY NOT TO BE OKAY ANGER – DIFFICULT FEELINGS AND BEHAVIOUR	FEELING SAD A PROBLEM SHARED IS A PROBLEM HALVED DEALING WITH LOSS	PERSONAL GOAL SETTING THE ART OF FAILURE RELAXATION	<i>MY BODY IS GROWING</i> FIRE SAFETY FIRST AID/ CPR	FIGHT OR FLIGHT DESERT ISLAND MEDICINES AND DRUGS	ENVIRONMENT WILDLIFE CYBER SAFETY
YEAR 3	RELATIONSHIP WITH OTHERS HELPING OTHERS TO GET HELP GROWTH MINDSET	MINDFULNESS SELF-IMAGE ANXIETY	STRESS PROBLEM SOLVING AND TIME MANAGEMENT SELF-WORTH	<i>MY BODY, YOUR BODY</i> RENEWABLE ENERGY <i>LIVING WITH LITTLE</i>	PLAYING OUTSIDE DARES AND CRAZES BULLYING AND TEASING	SAFETY AT HOME HONESTY YOUNG CARERS
YEAR 4	RESPECT PROBLEM SOLVING AND RESOURCEFULNESS LEADERSHIP	A BALANCED DIET HEALTHY EATING THE IMPORTANCE OF PHYSICAL ACTIVITY	WHERE DOES MY FOOD COME FROM? SLEEP SCREEN TIME	KEEPING MY BODY SAFE VACCINATIONS AND DISEASE FOOD ALLERGIES	FOOD HYGIENE DRINKING AND DRIVING PANIC ATTACKS	TAKING CARE OF OUR ELDERLY ALZHEIMER'S AND DEMENTIA GOING INTO HOSPITAL
YEAR 5	LEARNING RESILIENCE TEAMWORK	DEALING WITH ADVERSITY RESPONSIBILITY AND INSPIRATION BODY LANGUAGE AND COMMUNICATION	YOU GET OUT WHAT YOU PUT INTO LIFE COMMUNICATING EFFECTIVELY THE DIGITAL WORLD	RESPECTING OTHERS – BOUNDARIES AND BELIEFS <i>MY BODY CHANGES</i> THE NHS	SUPPORTING THE COMMUNITY SAVING MONEY BORROWING MONEY	JUNK FOOD NUTRITIONAL VALUES THE HUMAN BODY
YEAR 6	FROM LEARNING TO WORKING HOW TO WRITE A CV ENTREPRENEURSHIP/ ENTERPRISE AND BUSINESS	THE POWER OF NEGOTIATION THE GOVERNMENT THE LAW	THE ORGANISATION OF LIFE TAX BANKS	PENSIONS THE BODY CHANGES DRUGS, ALCOHOL AND SMOKING	SPORTS AND RACISM RADICALISATION TERRORISM AND KEEPING SAFE	CARRYING WEAPONS GAMBLING AND DEBT PUBLIC TRANSPORT

* SURVIVAL * WELL-BEING * LIFESTYLE * LIFE PREP * Relationship EDUCATION * DRUGS AWARENESS *

* TOPICS IN ITALICS = COMING SOON *

Relationships Education In Key Stage One

Y1 – My Body Belongs to Me

- Naming, labelling and drawing main body parts e.g.: neck, head, legs, arms, elbows, face, ears, eyes, mouth, teeth, hair, nose.
- It talks about having the same scientific names for other body parts to avoid confusion (family names or different names and terms used for private parts are acknowledged but are not specifically named to avoid pupils becoming confused)
- It talks about looking after our body and how parents, carers or people we trust may help us keep clean by helping us to wash or bathe
- It talks about times when our body may be looked at or touched eg: by being washed, applying cream, by being examined by a doctor or nurse
- It talks about saying 'no' if we don't want our bodies to be touched and who to talk to if we feel uncomfortable or unhappy about our body being touched
- It talks about who to talk to if we are worried about our health
- It talks about respecting ourselves and respecting others
- Reinforce that these body parts are private and are usually covered and they are not to be touched
- Remind pupils to talk to someone they trust if they are unhappy or uncomfortable with anyone touching any part of their body
- Remind pupils that they can talk to them or an adult they trust if they have questions about what they have learned



Relationships Education In Key Stage One

Y2 – My Body Is Growing

- These lessons cover:
- Noticing that animals, including humans, have offspring which grow into adults
- When to ask for support from adults including those in school if they are worried about their health
- Looking after our bodies and looking out for signs of physical illness, such as weight loss, or unexplained changes to the body
- The importance of personal hygiene and keeping our bodies healthy and clean
- About eating and drinking the right foods and drinks and how important sleep is to our health and development
- About how harmful substances and risks such as smoking and alcohol and drinking can affect our development
- About safety in the sun, how dental health is important and how diseases can be prevented or treated using vaccinations
- Introduces pupils to vocabulary related to the human stages of growth and development
- Reminds children about who they can talk to if they are worried about their health and who they can trust for advice
- Discusses how growing up can be challenging and that there may be times when advice or support is needed from others. It talks about the stages of human development in broad terms and looks at female and male outward appearance during these stages e.g. getting taller and facial hair



Relationship Education In Key Stage Two

Y3 – My Body, Your Body

- These lessons cover:
- Discusses how we can keep our bodies healthy in a variety of ways such as needing the right types and amount of nutrition
- About the human skeleton and its functions in terms of movement, support and protection
- It talks about the names and locations of major organs inside the human body
- It talks about how and when to seek support including which adults to speak to in school if they are worried about their health
- It talks about the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g.: the impact of alcohol on diet or health)
- It talks about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- It talks about the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- It talks about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- It talks about the facts and science relating to allergies, immunisation and vaccination
- This lesson talks about how and when to seek support including which adults to speak to in school if they are worried about their health



Relationship Education In Key Stage Two

Y4 – Keeping My Body Safe

- It talks about the names and locations of male and female body parts
- it talks about what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- It discusses the concept of privacy and the implications of it for both children and adults
- It discusses that each person's body belongs to them
- It talks about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- It talks about that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact
- It talks about how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- It talks about how to recognise and report feelings of being unsafe or feeling bad about any adult
- It talks about how to ask for advice or help for themselves or others, and to keep trying until they are heard
- It talks about how to report concerns or abuse, and the vocabulary and confidence needed to do so
- It talks about where to get advice from e.g.: family, school and/or other sources.



Relationship Education In Key Stage Two

Y5/6 – My Body Changes

These sessions are taught by the School Nurse as part of pupils' puberty education (Boys and girls are taught separately)

- This lesson is about using the terminology for the private parts and assigning them to a boy, a girl or both and looking at these on a diagram
- It talks about changes in a woman's body both inside and out as she gets older
- It talks about why these changes occur in the female
- It talks about the menstrual cycle and why and how this occurs
- It talks about who women might speak to about their body changes and menstrual cycle
- It talks about how puberty and the menstrual cycle might affect both mind and body
- This lesson reminds children about puberty and what changes occur in a female body
- It looks at the changes in the male body as it ages
- This lesson discusses changes that occur in males during puberty
- The lesson discusses mood swings, emotions, embarrassment and feelings of insecurity and that these are normal feelings around the time of puberty



Drugs Awareness

Our school uses the LifeWise PSHE and Activity programme to deliver this information Specifically in Year 2 and Year 6 although, medicines, drugs, smoking and alcohol are discussed in other topics in other year groups.

Y2 – Medicines And Drugs

- This lesson shows pupils how sweets and medicines can look very similar
- This lesson discusses what medicines are for, where to get them and who would give them to pupils
- It looks at how they should make a good choice about medicines knowing that they may look similar to each other
- It talks about the effects of taking the wrong medicine or too much of a medicine
- It looks at how medicines might help us
- It talks about who to call in an emergency if they are someone they know has swallowed a medicine that does not belong to them
- It shows pupils what a range of familiar medicine packets and bottles look like
- It talks about how medicines should be stored and kept safe away from children
- It reminds pupils that they can talk to a trusted adult about medicines, drugs and anyone they are concerned about who might have a problem with taking medicines
- This lesson recaps on what medicines are and how they are to be used safely
- It talks about what alcohol is
- It talks about the effects that alcohol may have on our body
- It talks about what tobacco is
- It talks about the effects that tobacco may have on our body
- It talks about alcohol and tobacco being drugs that are addictive
- It talks about peer pressure and being offered alcohol and tobacco and what to do or say
- It talks about who you can talk to if you are concerned about your health or anyone else's who might be smoking or drinking around you



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Y6 – Drugs, Alcohol And Smoking

- This lesson asks what a drug is and allows pupils to give their interpretation of this
- This lesson talks about alcohol and tobacco being drugs
- It talks about solvents and how these everyday chemicals are sometimes abused
- Pupils retrieve specific information from information sheets on alcohol, drugs and smoking
- Pupils discuss the positives and negatives that they have found from the information sheets about smoking, alcohol and drug use
- Pupils discuss the short and long-term effects of drug taking, smoking and alcohol that they have researched
- It reminds them how to call the emergency services if these are needed
- It reminds pupils of the organisations that can offer support and advice about substances
- It talks about who you can talk to if you are concerned about your health or anyone else's who might be smoking or drinking around you
- It reminds pupils of the organisations that can offer support and advice about substances
- It reminds pupils that they can talk to a trusted adult about medicines, drugs and anyone they are concerned about who might have a problem with taking medicines
- This lesson recaps on the positive and negative outcomes of using drugs, alcohol and smoking
- It talks about drugs and the reasons why people choose to take drugs
- It talks about a variety of drugs including alcohol, tobacco, caffeine, energy drinks, painkillers and sleeping tablets etc
- It talks about the effects that substances have on our bodies and minds
- it talks about how equipped they feel to cope with peer pressure around substance misuse





Frequently Asked Questions

How will the school raise awareness of different relationships?

We do not undermine family values. Children are growing up in a diverse society and they will see different relationships around them. We talk with them about relationships and families and how they may look different to their own including single parents, LGBTQ parents, adoptive parents and carers. We focus on what makes families, partnerships and relationships special, important and secure and emphasise that love, care, trust and respect is the key to any happy relationship.

Why does my child need to know the names of body parts?

By using the scientific names for body parts, pupils become more familiar with using these, are more likely to use them correctly and it avoids confusion with family 'pet' names for parts of the body. Children are then more able to identify and talk about their health and safety more accurately too.

What do I do if I want to discuss what is being taught in Relationships Education?

Talk to your child's class teacher, the PSHE subject leader in the school or the Head Teacher if you have questions that you wish to ask.

Where can I find the school's policy on Health and Relationship Education?

You can find this on our school website or ask at the school office for a hard copy. The policy is reviewed and updated regularly and feedback from pupils, parents, staff and governors is used to shape this.



Frequently Asked Questions continued

Will boys and girls be taught separately about Relationships Education?

All lessons are planned to include both boys and girls (boys only and girls only sessions). The School Nurse leads lessons in Year 5 and 6 to discuss menstruation and personal hygiene in more detail. The school Nurse is available to discuss the content of these lessons with parents. Where possible lessons relating to the body will be delivered by the school nurse.

What do I do if I want to withdraw my child from Relationships Education?

Relationships Education is statutory. Parents **do not** have the right to withdraw their children from Relationships Education. The bespoke curriculum has been developed in consultation with key members of the community in which the school is based.

Within the curriculum we are:

- ▶ Teaching children fundamental building blocks and characteristics of positive relationships.
- ▶ Providing opportunities to develop knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships.
- ▶ Teaching children how to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- ▶ Supporting children in developing resilience, to know how and when to ask for help, and to know where to access support

Thank You so Much For listening!

