Leigh Primary School

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'Caring, Sharing and Learning Together'

Personal Development Policy

Part 1

Including Sex, Relationships and Health Education

Part 2

Personal Development and Well-being: PSHE, RSHE, SMSC, Citizenship, British Values, Character Education, Enrichment and Pupil Leadership.

	Signed	Date
Approved by Governing Body	Governing Body	15.07.26
Chairman of Governors	David Dorrell	15.07.26
Headteacher	Jenna Halfhide	15.07.26

Part 1

Sex, Relationships and Health Education

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1. Introduction

This Policy reflects the Equalities Act 2010. The School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A).

This Policy should be read in conjunction with the School's Safeguarding Policy which can be found here [link to Safeguarding Policy].

The Statutory Guidance for Relationships, Sex and Health Education may be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

This policy is reviewed annually by the Governing Body.

2. Who is this policy for?

This Policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at Leigh Primary School.

The Policy applies particularly to all teachers and others with responsibility for teaching these subjects. Teachers and others must consult this Policy and ensure that their teaching is in line with its intent and its expectations.

3. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide opportunities for children to ask questions about their own development to trusted adults

4. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.
We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum as well as additional lessons appropriate to their age.
In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Leigh Primary School, we teach RSE as set out in this policy.

5. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent Survey – All parents were asked for their views on what they want their children to be taught in relation to sex, relationships and health educations as well as online safety.
4. Parent/stakeholder consultation – parents were invited and a selection of parents volunteers attended a meeting about the policy and make recommendations and changes in line with the results of the parent survey.

As a result of staff and parent consultation the following was agreed upon.

- A teaching and learning section would be included in the policy which emphasises particular strategies and principles to follow when teaching SRE such as empathy.
- That picture books for online and safety and other aspects of SRE and Health Education should be used to enhance learning, ensuring it is memorable and engaging for children.
- That children should have opportunities to ask questions in lessons but also after the fact and anonymously should they wish.
- Boys and Girls should be taught the same curriculum e.g. for example boys should be taught about the physical and emotional changes that girls go through and vice versa to ensure that both groups can develop empathy and understanding for the other.
- Policy will detail what parts of the EYFS framework support an early understanding of SRE and Health Education.
- The policy will detail teaching and learning guidance that could be applied – if it were appropriate – to support SEN students in this area of the curriculum.
- Letters about SRE and Health Education would be communicated through the Google Classroom to inform parents about what is being taught, when and give them guidance on what information is appropriate at each stage of their children's education.
- The working group felt consideration should be given to a workshop for parents in school to find out more about a range of school practices including online safety and SRE and Health Education. Therefore, the school will endeavor to plan and run a workshop which enables parents to find our more and ask questions about their child's personal development at Leigh Primary School.

5. **Original Ratification – once amendments were made, the policy was shared with governors and ratified on the 16th January 2023 to be reviewed biannually. Next ratification after policy review was completed was on the 15th July 2026.**

6. Definition, scope and intent

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, the physical changes that happen from child to adult, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
RSE involves a combination of sharing information, asking questions and exploring issues and values.
RSE is not about the promotion of sexual activity.
Leigh Primary School teaches the content set out in the Statutory Guidance for Relationships Education (Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled though our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.
Leigh Primary School teaches the content set out in the Statutory Guidance for Health Education (Primary) in all year groups from year 1 to year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled though our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.
Leigh Primary School also teaches some selected aspects of sex education in [Years 6 only] and these are set out in the appropriate section in this policy below. Sex education is defined as sex education which does beyond what is set out in the Statutory Guidance for Relationships Education and Health Education, and which is not included under Key Stage 2 National Curriculum Science.]
This Policy does not cover the Science National Curriculum content, where the science of animal and human reproduction are taught in Key Stage 2.
Relationships and Health Education may overlap in content terms with the school's work with pupils in Spiritual, Moral, Social and Cultural Education (SMSC), the promotion of Fundamental British Values (tolerance/acceptance and respect for others, the rule of law, democracy and individual liberty), Religious Education and Citizenship.

7. Our Curriculum

Our RSE curriculum is set out as per Appendix 1, but is adapted when necessary for individuals, groups and cohorts to ensure that it is taught impactfully and tailored where needed to particular needs of our pupils.
We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1 and how our curriculum meets the statutory requirements of RSE and Health Education see Appendix 2

7.1 Delivery of RSE and Health Education

RSE is:

- RSE is explicitly taught in mixed year groups across the year during staggered teaching, groups and differentiation using a coherent mixed-age scheme from Kapow.
- Taught with consideration to the needs of all pupils, including those with special educational needs through resources used, support in lessons, discussions with parents and in some cases by respecting the wishes of parents to withdraw.
- taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- is also enriched through our Votes4Schools Assembly curriculum which raises current affairs issues and requires children to vote using democratic principles. Some of these issues relate to this curriculum. (Please note these are not in the curriculum map as they arise in relation to current affairs nationally and globally) Please see curriculum map in Appendix 1

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health education include:

- Learning about puberty which is also addressed in the science curriculum when learning about main external body parts and the human body as it grows from birth to old age. Additionally, reproduction in plants and animals. Many primary Schools choose to teach some aspects of sex education although it is not a requirement.

Sex Education includes:

At Leigh Primary School we optionally choose to include the following in our Sex Education which parents have the option to withdraw their children from after discussion with the headteacher: This education is two lessons in Year 6 which cover:

- Conception
- Pregnancy and birth

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).
We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Health Education in primary school is:

- the characteristics of good physical health and mental wellbeing and how they are linked. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Teaching positive impacts on physical and mental health
- Teaching negative impacts on physical and mental health
- Strategies to promote good physical and mental health

7.2 Inclusivity

Leaders will identify barriers that may prevent pupils from participating fully in personal development opportunities. Reasonable adjustments, targeted support and alternative routes into participation will be planned carefully so that adaptations build long-term confidence, independence and belonging rather than creating unnecessary separation.
No pupil will be excluded from the full personal development entitlement because of disadvantage, SEND, social care involvement, attendance difficulties, anxiety, financial circumstances, language needs or other barriers.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Recognises LGBT – relevant knowledge and examples are included through programme along with inclusive language.
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages
    - Have opportunities to ask questions and make contributions in class with expectations of respect set at the start of lessons and the opportunity to anonymously pose questions later using our class 'worry box' or 'anonymous question task' at the end of lessons.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Boys and Girls should be taught the same curriculum e.g. for example boys should be taught about the physical and emotional changes that girls go through and vice versa to ensure that both groups can develop empathy and understanding for the other.
- We will give careful consideration to the level of differentiation and support needed. Children with SEND may be more be more vulnerable to abuse, bullying, exploitation and other issues.
- Teachers will ensure that concepts such as privacy are discussed with examples to ensure that SEND pupils understand what is explicitly meant.
- Ensure that all children including those with SEND know who to ask questions if they are worried, anxious, are not sure about certain information or want to know more. Ensure that they have support to ask and transcribe an anonymous question should they wish to.
- For children with SEMH (social, emotional and mental health) needs, we will promote and support them in relationships education. In particular, a focus on friendships and healthy relationships and how this impacts their emotional well-being. In particular SEND pupils can be vulnerable to coercion and therefore it is important to emphasise what is not a healthy relationship and give examples of relationships that are unhealthy.
- Social stories can be used to ascertain a pupil's understanding of situations that exemplify learning and these narratives used to support understanding.
- If it is felt through teacher assessment that a child in a year group is not ready for the lesson being taught and it would have an adverse impact even with adaptation, the teacher should arrange a meeting with the parent to discuss the pre-teaching required to support the child's development prior to reaching this stage. Physical and cognitive development needs to be considered together in a discussion to support design of teaching and learning.
- For children with cognition and learning needs, topics can be broken down and taught over a longer period of time; reducing the amount of content in each lesson. Themes and learning could be regularly revisited and consolidated.

7.3 Teaching and Learning Guidance

- In SRE and Health Education, rules will be established in the classroom in addition to the non-negotiables that are expected in school life. There are:
  - ✓ identifying public vs. private acts and spaces including emphasising that the classroom will be changed from a public space to a space where pupils may discuss private issues
  - ✓ setting Behaviour for Learning targets for the session
  - ✓ discussing appropriate and inappropriate questions (for example, personal or intrusive questions vs. questions about the content)
  - ✓ emphasising the need for self-control and explicitly teaching what this means (particularly where pupils might be embarrassed by the content)
- Additionally, scenarios should be used to support children in understanding of what examples of what is being taught (health and unhealthy) to help theme identify this is context and learn what to do.
- Content is taught neutrally and without judgement.
- Vulnerable pupils will be checked upon to ensure their well-being before, during and after session where appropriate and appropriate support provided by a trusted adult.
- Children will be informed of when their lesson is happening and an outline given at the beginning of the lesson to support children in regulating any anxiety or behaviour that could hinder their learning or well-being. If possible, the lesson should be taught on the same day and time within a block of learning.
- Correct and explicit explanations and language should be used to ensure that meaning and content cannot be misunderstood. Pictures can be used to reinforce explanations and learning wherever possible.
- When appropriate real resources should be used when discussing a topic e.g. deodorant, sanitary towel or a tampon.
- Picture books will be used to enhance the teaching and learning of key aspects of learning such as SRE and Health Education including online safety.

7.4 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

› We use specific units from Kapow Primary to teach statutory elements of the governments: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019 as well as optional elements of Sex Education.

› We additionally use Purple Mash and Project Evolve to ensure our lessons in Online Safety are frequent and offer a robust approach to teaching about the risk online and how to keep oneself safe from these risks. In addition for LKS2, KS1 and EYFS we ready online safety stories to promote discussion and support retention of key aspects of online safety.

› We also use the Oxford Owl Mastery science which addresses aspects of physical and mental health as well as growth from birth to old age, external and internal human body parts and aspects of plant and animal reproduction.

Specifically, Kapow schemes of work provide the following lessons that children are taught by the end of Key Stage 1 and the End of Key Stage 2.

7.5 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with: This policy; The Teachers' Standards; The Equality Act 2010; The Human Rights Act 1998 and The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on: what we're going to say and our position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme

7.6 SRE and Health Education in Early Years

Children in Early Years have teaching and learning opportunities planned from the Early Years Framework (September 2021). In this stage, the children are prepared for the Statutory SRE and Health Education Curriculum through Personal, social and emotional development. In EYF the children also taught PANTS using guidance and resources from the NSPCC.

P - Privates are private

A - Always remember your body belongs to you

N - No means no

T - Talk about secrets that upset you

S - Speak up, someone can help

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The Early Learning Goals for this area of the curriculum are:

ELG: Self-Regulation

Children at the expected level of development will:

- ✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- ✓ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- ✓ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- ✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- ✓ Explain the reasons for rules, know right from wrong and try to behave accordingly;
- ✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- ✓ Work and play cooperatively and take turns with others;
- ✓ Form positive attachments to adults and friendships with peers;
- ✓ Show sensitivity to their own and to others' needs.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

Will communicate learning regarding and Sex and relationships education at the beginning of the term when it is being taught to inform and provide support for parents who wish to have these discussions at home.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All teaching staff detailed on our school website teach RSE in line with our policy, curriculum map and resources in selected schemes of learning.

8.4 Pupils

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

9. Parents' right to withdraw

Parents may elect to withdraw their child from sex education. This right applies only to aspects of sex education which are not set out in the Statutory Guidance for Relationships Education (Primary), Health Education (Primary) or the Science National Curriculum.

If a parent wishes to exercise the right to withdraw, having read this Policy, they are invited wherever possible make an appointment with the headteacher to make their request in person. Where this is not possible, the school must receive a request in writing from parent(s). Where the school receives such a request in writing it will be acknowledged in writing within seven days and applied with immediate effect. Once the request is made, it is not necessary for parents to repeat the request – it is deemed to be effective until withdrawn in writing by parents. However, the School reserves the right to contact parents annually or more frequently to check whether they still wish their child to be withdrawn.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by Jenna Halfhide through: learning walks and pupil voice and by class teachers through internal formative assessment procedures.

Part 2

Personal Development and Well-being: PSHE, RSHE, SMSC, Citizenship, British Values, Character Education, Enrichment and Pupil Leadership.

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1. Aims

At Leigh Primary School, personal development is a carefully planned, inclusive entitlement for every pupil. It is delivered through a coherent taught curriculum and a rich programme of wider opportunities, experiences, leadership, enrichment, pastoral support and community participation. Our programme is designed to ensure that pupils develop secure knowledge, practical skills, strong character and the confidence to thrive in school, contribute positively to their communities and move successfully to the next stage of education and life.

- know how to protect and promote their physical health, mental well-being and personal safety;
- understand healthy, respectful relationships, online and offline safety, and how to seek help;
- respect difference, including the protected characteristics, and challenge prejudice, discrimination and stereotypes safely and respectfully;
- participate confidently in discussion, debate, democratic decision-making and community life;
- show resilience, integrity, independence, empathy, reflection and cooperation;
- have meaningful opportunities to develop interests and talents in sport, music, arts, culture, outdoor learning, leadership and service;
- be prepared academically, socially and emotionally for secondary school and for life beyond primary education.

Spritual, moral, social and cultural development at Leigh Primary School aims to develop can…

Spiritually:

To reflect on their own beliefs (religious or otherwise) and perspective on life;

- To have knowledge of, and respect for, different people's faiths, feelings and values;
- To have a sense of enjoyment and fascination in learning about themselves, others and the world around them;
- To use imagination and creativity in their learning;
- To develop a willingness to reflect on their experiences.

Morally:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Consequently, we reject all forms of bullying, dishonesty, violence and discrimination.

Socially:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Culturally:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

The promotion of British Values at Leigh Primary School aims to develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Pupils will develop age-appropriate knowledge and understanding of equality, diversity and the protected characteristics. Through the curriculum, literature, assemblies, visitors, historical and contemporary role models and everyday school life, pupils will learn to recognise prejudice, discrimination, stereotyping, harassment and victimisation, and understand how to challenge these safely and respectfully.

The curriculum will enable pupils to encounter a broad range of families, cultures, faiths, identities, disabilities, communities and lived experiences, celebrating both difference and shared humanity.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and health education, as set out in the statutory guidance (in Part 1 of the personal development policy) we also choose to teach sex education as outlined in Part 1 of this policy.

Other aspects of personal development are taught/promoted through our Votes4Schools program which is weekly learning routed in: current affairs and global issues, rights and wellbeing, citizenship and values, SMSC, British Values and radicalisation and extremism. These weeks of learning are mapped throughout the year as all learning is related to current affairs/issues. Additionally, we promoted SMSC through collective worship and assembly as well as our guiding principles of RRR (Respect, Responsibility and Resilience) in classrooms on a daily basis and assembly on a weekly basis.

We promote our values through our Marvellous Me reward system where we share positive feedback with parents and children. Our badges related to the SMSC aspects of learning are worth more house points to emphasise to children the importance of character education.

RRR defines the character virtues and habits that we deliberately teach, model, practise and celebrate: respect, responsibility and resilience. Pupils will be supported to apply these habits in learning, relationships, leadership, sport, creative work, challenge, conflict resolution and service to others.

Staff will explicitly teach and model reflection, perseverance, moral decision-making, respectful disagreement and repair following mistakes.

3.2 How we teach it

SRE, Health Education, PSHE, SMSC and British Values permeate our curriculum, ethos and practices. Outlined below are the ways we prioritise personal development for our pupils.

Broad practices:

- Kapow Primary PSHE Curriculum which includes SRE and Health Education as outlines in our Yearly Overview and Appendix 1 and 2.
- Weekly assembly using Votes4 School Program which covers current affair voting topics related to these areas of study
- All school ethos of 'Sharing, caring and learning together'
- Our guiding principles of RRR (Respect, Responsibility and Resilience) in weekly assemblies - Appendix 3.
- Weekly Book Assemblies to promote Personal Development and Moral Values
- Weekly Religious Education Lessons
- Encouraging visits from members of the community to support learning in the classroom
- Educational Visits
- Online Safety progressive curriculum through Project Evolve
- School initiatives: anti-bullying ambassadors, house captains, eco-committee, senior mathematics team, senior readership team
- School performances: Nativity in EYFS, Christmas Show in KS1, Class Assemblies in KS2 and School Production in Year 6. Additional opportunities include Choir performances.

Personal development entitlement and equitable access

Every pupil will access a planned range of enrichment experiences during their time at Leigh. These will include opportunities in the arts, music, sport, outdoor learning, culture, citizenship, volunteering, leadership, visits and encounters with people beyond the school community.

Leaders will maintain an enrichment entitlement map and track participation by year group and by pupil group. Leaders will identify and remove barriers to participation so that all pupils, including disadvantaged pupils, pupils with SEND, pupils known to children's social care, young carers and pupils facing other barriers, benefit fully.

- A progressive "Leigh Personal Development Passport" will be developed to set out the memorable experiences and leadership opportunities to which every pupil is entitled.
- Each year group will have planned opportunities for cultural participation, outdoor learning, public speaking or performance, community contribution and pupil voice.
- All reasonable adjustments and targeted support will be planned to build long-term confidence, independence and belonging rather than creating unnecessary separation.

Specific provision - Pastoral support, pupil voice and active citizenship

Every pupil will know who their trusted adults are and how to access help. Pupils will be taught how to seek support for worries relating to friendships, bullying, mental health, family circumstances, safety and online concerns.

Leaders will use pupil voice, pastoral records, attendance information, behaviour patterns, safeguarding intelligence and parent feedback to identify emerging needs and evaluate whether support is effective. Pastoral support will address both immediate concerns and underlying causes, working with families and relevant external professionals where appropriate.

Pupils will have meaningful opportunities to influence school life, contribute to their community and understand how democratic participation can bring about change. Leadership roles, consultation, fundraising, community partnerships and social-action projects will enable pupils to act as responsible, respectful and active citizens.

Spiritual development	• Whole school values, embedded in daily interactions, assemblies, behaviour expectations and celebration of pupils' contributions. • Religious Education curriculum, enabling pupils to explore religious and non-religious worldviews, beliefs, values and big questions. • Church visits for services, including opportunities for reflection, prayer, worship and participation in the local Christian community. • Harvest Festival, Christmas Services and Easter Services at St Mary's Church • Curiosity and Questions across the curriculum, including opportunities to explore questions of meaning, purpose, identity and belief. • Awe and wonder across the curriculum, including through science, literature, art, music, history, geography and visits. • Virtual Reality Workshops in KS2, enabling pupils to encounter places, environments and global experiences in immersive ways. • Outdoor learning, giving pupils opportunities for stillness, reflection, appreciation of nature, risk-taking, resilience and care for the environment. • Collective worship, assemblies and class reflection time, including opportunities for quiet thought, gratitude, celebration and reflection on current events. • Music, art, drama, poetry and literature, enabling pupils to explore emotions, imagination, beauty, creativity and different perspectives. • Pupil voice and leadership opportunities, helping pupils develop a sense of belonging, responsibility and contribution to the school community. • Charitable work, fundraising and social-action projects, enabling pupils to reflect on justice, compassion, service and responsibility for others. • Opportunities to learn from visitors and people with different faiths, beliefs, cultures and life experiences. • Reflection following significant events, including opportunities to consider loss, hope, kindness, fairness, courage and community. • Mindfulness, calming routines or quiet spaces where appropriate, helping pupils develop awareness of their emotions and a sense of inner calm.

Moral Development	• Behaviour policy and code of conduct in the form of 'Our School Rules' and 'Our Non-Negotiables', which promote fairness, responsibility, respect and accountability. • Outdoor Learning rules and routines, helping pupils understand risk, care for others, respect for the environment and the consequences of their actions. • Religious Education curriculum, enabling pupils to explore moral teachings, ethical questions, justice, fairness, right and wrong, and the impact of beliefs on behaviour. • VotesforSchools, giving pupils opportunities to discuss current issues, consider different viewpoints, form reasoned opinions and take part in democratic decision-making. • Marvellous Me platform, used to recognise personal qualities such as kindness, honesty, perseverance, helpfulness, responsibility and respect, alongside academic achievement and progress. • Antibullying week and ongoing anti-bullying education, helping pupils recognise bullying, discrimination, prejudice and unkind behaviour, and understand how to seek help or challenge it safely. • Online Safety Curriculum taught through RSE and Health Education, Purple Mash and Project Evolve, enabling pupils to make safe, respectful and responsible choices online. • Class and whole-school assemblies, providing opportunities to reflect on moral themes such as kindness, courage, honesty, fairness, forgiveness, equality and responsibility. • Buddy Systems, supporting pupils to show care, empathy, inclusion and responsibility towards younger or more vulnerable members of the school community. • Participation in PTA fund raising events and running their own events, helping pupils understand generosity, service, teamwork and contributing positively to the wider school community. • RRR guiding principles, explicitly teaching and celebrating respect, responsibility and resilience. • Restorative practice conversations and reflection following incidents, helping pupils understand the impact of their choices, repair relationships and make better decisions in the future. • Pupil leadership roles, such as senior readership team, senior mathematics team, house captains, eco-committee, enabling pupils to act responsibly and make a positive contribution to school life. • Charity fundraising and social-action projects, giving pupils opportunities to consider injustice, poverty, environmental responsibility and the needs of others. • Curriculum texts, stories, drama and historical case studies that encourage pupils to explore moral dilemmas, consequences, empathy and different perspectives. • Recognition of positive behaviour through praise, celebration assemblies and pupil role model awards, reinforcing that moral choices matter in daily school life.

Social Development	• PSHE Curriculum, explicitly teaching friendships, respectful relationships, cooperation, communication, inclusion, conflict resolution and the importance of contributing positively to groups and communities. • **Team-building through class-based learning, the PE curriculum, extra-curricular activities and residential excursions**, enabling pupils to collaborate, negotiate, take responsibility and support one another. • Cross phase working, providing opportunities for pupils of different ages to learn, play and work together, strengthening belonging and responsibility within the school community. • **Pupil leadership roles**, enabling older pupils to act as role models, support younger pupils and contribute responsibly to the smooth running of school life through shared decision making. • **RRR guiding principles — Respect, Responsibility and Resilience** — embedded in daily routines, relationships, learning behaviours and assemblies.Votes for Schools • **VotesforSchools**, supporting pupils to listen to different viewpoints, discuss issues respectfully, make informed choices and participate in democratic processes. • Residential Excursions in Year 5 and 6 and single day excursion of residential nature in Year 3 and 4. Support the developing independence, teamwork, confidence, resilience, cooperation and positive relationships beyond the usual school environment. • **Sports Day and termly inter-house tournaments**, promoting teamwork, fair play, healthy competition, encouragement of others and respectful participation. • **Inter-school netball, football and rugby** helping pupils represent the school positively, build relationships beyond their immediate community and demonstrate sportsmanship. • Buddy systems and playground support roles, enabling pupils to show kindness, empathy, care and responsibility towards others. • Collaborative learning across the curriculum, including paired and group work, peer feedback, discussion, debate and shared problem-solving. • Whole-school events, celebrations and performances, strengthening pupils' sense of community, belonging and pride in their school. • Fundraising, charitable giving and social-action projects, helping pupils understand service, generosity, civic responsibility and the needs of others. • Visits, visitors and links with the local community, broadening pupils' awareness of different communities, roles and experiences. • Restorative conversations and peer-mediation approaches, where appropriate, helping pupils resolve disagreements, repair relationships and understand the impact of their actions on others. • Inclusive participation in clubs, trips, leadership and enrichment, ensuring that all pupils, including those with SEND or other barriers, can develop social confidence and a genuine sense of belonging. • Social groups available to all pupils, providing regular, inclusive opportunities to build friendships, practise conversation and turn-taking, develop confidence in groups, and strengthen pupils' sense of belonging within the school community. • ELSA (Emotional Literacy Support Assistant) provision, offering tailored, specialist support for pupils who require additional help with emotional literacy, friendships, social communication, self-esteem, behaviour regulation or managing change. Support is planned around identified needs and reviewed to help pupils develop greater confidence, independence and positive relationships.

Cultural Development	• Educational Visits, broadening pupils' understanding of local, national and global culture, heritage, arts, faiths and communities. • Participation in the Arts Curriculum, including art, music, drama and design technology, enabling pupils to create, perform, appreciate and respond thoughtfully to the work of others. • Take One Picture week, using the National Gallery's annual focus artwork as a stimulus for whole-school creative learning, discussion, interpretation and artistic response. • Annual pantomime visit, giving pupils access to live performance, theatre traditions, storytelling, music and shared cultural experiences. • Year 6 musical production, with the whole school encouraged to attend and celebrate pupils' achievement in performance, music, drama and teamwork. • French Club and Spanish Curriculum, helping pupils develop curiosity about language, culture and communication beyond their own experiences. • Sing Up in whole school and class assemblies, exploring music from a wide range of cultures, traditions, historical periods and popular culture. • **Texts from a range of cultures, countries, traditions and perspectives** used across the English and writing curriculum, supporting pupils to encounter diverse voices and experiences. • **Exploration of art, craft, architecture and design from a range of cultures and artists across the globe**, helping pupils appreciate different creative traditions and influences. • **Teaching about LGBTQ+ inclusion and the negative impact of prejudice, discrimination and stereotyping**, promoting respect, equality and belonging. • Learning about role models and infamous people in history from a range of backgrounds, locations, cultures and ethnicities, including through science, history, geography, RE and collective worship. • Examining inequality, **prejudice and stereotyping in society**, helping pupils recognise unfairness and understand how they can respond respectfully and responsibly. • **Celebration of national events and commemorations**, including Remembrance activities and visits to the local war memorial, helping pupils understand heritage, service, sacrifice and the importance of remembrance. • Religious Education, enabling pupils to learn about and from a range of religious and non-religious worldviews, beliefs, traditions and practices. • VotesforSchools, encouraging pupils to be informed, curious and heard on current affairs affecting their local community, the United Kingdom and the wider world. • Collective worship, assemblies and themed curriculum events, providing opportunities to celebrate cultural festivals, national events, shared traditions and contemporary issues. • Design and technology and art projects, enabling pupils to explore creativity, craftsmanship and innovation while appreciating the achievements and creations of others. • Marvellous Me, recognising and celebrating pupils' achievements, talents, effort and contribution to school life, while encouraging them to value the successes of others. • Participation in sporting community events, helping pupils develop pride in their school, confidence in public settings and appreciation of shared cultural experiences. • Opportunities to learn about the local area, Kent and the wider United Kingdom, including local history, landmarks, traditions and community links, alongside a strong global perspective through Votes for School and their geographical curriculum.

British Values	• Democracy – Through Votes for School Program, School Leadership Responsibilities and Elections pupils learn how democratic processes work, how to express their views respectfully and how to contribute to decisions that affect school life. There is also explicit teaching in the PSHE curriculum. • The rule of law – Through Our School Rules, Our Non-Negotiables, the Behaviour Policy, Outdoor Learning expectations and discussion of current affairs, pupils learn why rules and laws exist, how they protect people and the consequences of choices and actions. There is also explicit teaching in their PSHE curriculum. • Individual liberty – Through PSHE, Relationships and Health Education, RRR principles and VotesforSchools, pupils are supported to make informed, healthy and responsible choices, develop independent thinking and understand that freedom is balanced by responsibility and respect for others. • **Mutual Respect** – Through daily relationships, behaviour expectations, RSE, collective worship, peer support and collaborative learning, pupils learn to value themselves and others, listen carefully, disagree respectfully and recognise the contribution of every member of the school community. • **Tolerance and Acceptance of Different Faiths and Beliefs** – Through RE, Relationships Education, VotesforSchools, literature, assemblies and curriculum learning, pupils explore different faiths, beliefs, cultures, identities and family structures, while learning to challenge prejudice, discrimination and stereotyping respectfully and safely.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the Personal Development policy, and hold the headteacher to account for its implementation. The Governing Body will review impact of intent and implementation through the School Self Evaluation.

4.2 Leadership and Accountability

The headteacher will ensure that personal development is coherently planned across the taught curriculum and wider offer, is responsive to the school's context and pupils' needs, and is implemented consistently. A named personal development leader will coordinate the programme, support staff development and report regularly to senior leaders and governors. The headteacher will share aspects of Personal Development being taught through the Leigh Latest to parents.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by Jenna Halfhide (or personal delegated to) through:

The quality, reach and impact of the personal development programme will be evaluated at least termly. Monitoring will be proportionate and draw on normal school processes.

- curriculum sequencing, delivery and pupils' ability to apply their learning in different contexts;
- pupil knowledge, confidence, attitudes, participation and experiences;
- participation in clubs, trips, leadership, cultural experiences and wider enrichment, analysed by year group and pupil group;
- the impact of adaptations and targeted provision for disadvantaged pupils, pupils with SEND, pupils known to children's social care, young carers and other identified groups;
- pupil, parent and staff feedback;
- pastoral trends, including attendance, behaviour, bullying, safeguarding themes and emotional well-being;
- evidence that pupils are well prepared for transition to secondary school and for life beyond primary education.

This policy will be reviewed by the headteacher and Governing Body Bi-Annually due to Part 1 of this policy being a statutory requirement or earlier if there is a change in school procedure or legislation.

6. Links with other policies

This policy links to the following policies and procedures:

- Equal Opportunities Policy
- Acceptable Use Policy
- SEND Policy
- Child Protection
- Behaviour Policy

APPENDIX 1 - PSHE and SRE Year A/B Unit Plan - Leigh Primary School

'Sharing, Caring and Learning Together'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	1: Identifying my feelings 2: Feelings jars 3: Coping strategies 4: Describing feelings 5: Facial expressions 6: Creating a calm corner	1: My Family 2: Special people 3: Sharing 4: I am unique 5: My interests 6: Similarities and differences	1: Why do we have rules? 2: Building towers 3: Team den building 4: Grounding 5: Team races 6: Circus skills	1: Simon says 2: Listening to a story 3: Pass the whisper 4: Obstacle course 5: Blindfold walk 6: Treasure hunt	1: Festivals 2: Sharing 3: What makes a good friend? 4: Being a good friend 5: Teamwork 6: Celebrating friendships	1: What is exercise? 2: Yoga and relaxation 3: Looking after ourselves 4: Being a safe pedestrian 5: Eating Healthily 6: A rainbow of food
PSHE 1/2 Year A Cycle A Mixed Age Curriculum 2026-2027	**Autumn 1** **Family and Relationships** Introduction - Rules for PSHE Family Friendships Families are all different Other peoples' feelings Getting along with others Friendship problems Gender stereotypes	**Autumn 2** **Health and Well-being** Understanding my feelings Relaxation – laughter and progressive muscle relaxation What am I like? Ready for bed? Hand washing and personal hygiene Sun Safety Allergies People who help us stay healthy	**Spring 1** **Safety and the Changing Body** Communicating with adults People who help to keep us safe in our local community Road Safety Safety with medicines Making a call to the emergency services	**Spring 2** **Safety and the changing body continued…** The difference between secrets and surprises Appropriate contact My private parts are private Personal boundaries	**Summer 1** **Citizenship** Rules Similar, yet different Belonging Job roles in the community Our school environment Our local environment	**Summer 2** **Economic Wellbeing** Money Needs and wants Looking after money Banks and building societies jobs
PSHE 1/2 Year B Cycle B Mixed Age Curriculum 2027-2028	**Autumn 1** **Family and Relationships** Introduction - Rules for PSHE Family Friendships Other people's feelings Getting along with others Friendship problems Gender Stereotypes Change and Loss	**Autumn 2** **Health and Well-being** Understanding my feelings Steps to success Developing a growth mindset Being Active Relaxation: breathing exercises Healthy Diet Looking after our teeth	**Spring 1** **Safety and the Changing Body** Communicating with adults Road Safety Safety at home Safety with medicines What to do if I get lost	**Spring 2** **Safety and the changing body continued…** The internet Appropriate Contact My private parts are private Personal boundaries	**Summer 1** **Citizenship** Rules Similar, yet different Cring for others: animals The needs of others Democratic decisions School council Giving my opinion	**Summer 2** **Economic Wellbeing** Money Needs and wants Saving and spending Banks and building societies jobs
PSHE 3/4 Year A Cycle A Mixed Age Curriculum 2027-2028	**Autumn 1** **Family and Relationships** Introduction - Rules for PSHE Friendship issues and bullying The effects of bullying and the responsibility of the bystander Stereotyping – Gender Stereo-typing – Age/disability Healthy friendships and boundaries Learning who to trust Respecting differences Change and loss - bereavement	**Autumn 2** **Health and Well-being** My healthy diary Looking after our teeth Relaxation – visualisation Meaning and purpose – my role Resilience: breaking down problems Emotions Communicating my feelings Mental Health	**Spring 1** **Safety and the Changing Body** Be kind online Cyberbullying Share aware Privacy and Security First Aid: bites and stings Choices and influences	**Spring 2** **Safety and the changing body continued…** **Streamed lessons** Y3 – First Aid: Emergencies and calling for help Year 3 – Road Safety **Year 4 – Introducing puberty** **Year 4 – Growing Up**	**Summer 1** **Citizenship** Recycling/reusing Local community buildings and groups Local council and democracy Diverse communities Rights of a child Charity	**Summer 2** **Economic Wellbeing** Spending choices Budgeting Money and emotions Jobs and careers Gender and careers **Transition** Coping strategies

PSHE 3/4 Year B **Cycle B Mixed Age Curriculum** **2026-2027**	**Autumn 1** **Family and Relationships** Introduction - Rules for PSHE Friendship issues and bullying Healthy Families Stereotyping – Gender Stereo-typing – Age and disability How my behaviour affects others Effective communication to support relationships Respect and manners Respecting differences	**Autumn 2** **Health and Well-being** My healthy diary Looking after our teeth Relaxation – stretches Wonderful me My superpowers Celebrating mistakes Communicating my feelings My Happiness	**Spring 1** **Safety and the Changing Body** Fake emails Internet safety: age restrictions Consuming information online Tobacco First Aid: Asthma Choices and influences	**Spring 2** **Safety and the changing body continued…** **Streamed lessons** Y3 – First Aid: Emergencies and calling for help Year 3 – Road Safety **Year 4 – Introducing puberty** **Year 4 – Growing Up**	**Summer 1** **Citizenship** Recycling/reusing Local community buildings and groups Local council and democracy Rules Rights of a child Human rights	**Summer 2** **Economic Wellbeing** Spending choices Budgeting Money and emotions Jobs and careers Jobs for me **Transition** Coping strategies
Y4/5 **PSHE Year 4** **2026-2028**	**Pure curriculum for purple units and only Year 4 or only year 5** **Autumn 1** **Family and Relationships** Introduction - Rules for PSHE Respect and Manners Healthy Friendships How my behaviour affects others Bullying Stereotypes: disability Families in the wider world Change and loss	**Blue units for Y4/5 children to be taught in mixed group** **Autumn 2** **Year 3 Wellbeing lessons** Discover: Practice makes progress Take notice: Making a difference Connect: Shared interests Give: Appreciation Move: Motion detections	**Pure curriculum for purple units and only Year 4 or only year 5** **Spring 1** **Health and Well-being** Looking after our teeth Relaxation: Visualisation Celebrating mistakes Meaning and purpose: My role My Happiness My emotions Mental Healthy	**Blue units for Y4/5 children to be taught in mixed group** **Spring 2** **Year 4 Wellbeing lessons** Discover: Resilience Take notice: My thoughts Connect: Pen pals Give: Giving to my community Move: Making a beat	**Pure curriculum for purple units and only Year 4 or only year 5** **Summer 1**	**Blue units for Y4/5 children to be taught in mixed group** **Summer 2** **Safety and the Changing Body** Internet safety: Age restrictions Share aware First Aid: Asthma Privacy and secrecy Consuming information online Tobacco **Growing up** **Introducing puberty**
PSHE Year 5 **2026-2028**	**Autumn 1** **Year 5 Wellbeing lessons** Discover: Growth Mindset Take notice: Others around me Connect: Working Together Give: Paying it forward Move Adaptive sports	**Autumn 2** **Family and Relationships** Build a friend Friendship skills Marriage Respecting myself Family Life Bullying Stereotypes: Race and religion	**Spring 1** **Year 6 Wellbeing lessons** Discover: Goal Setting Take notice: Myself Connect: Community Give: Apologising Move: Brain breaks	**Spring 2** **Health and Well-being** Relaxation: yoga The importance of rest Embracing Failure Going for goals Taking responsibility for my feelings Healthy Meals Sun safety	**Summer 1** **Safety and the Changing Body** Online friendships Staying safe online **Puberty** **Menstruation** **Emotional Changes in puberty** First Aid: Bleeding and head injuries Alcohol, drugs and tobacco: Making decisions	**Summer 2** **Year 5 learning citizenship in pure cohort in 5/6 class** **Citizenship** **Year 5 only (A)** **Entire Year 5** Breaking the law Prejudice and discrimination Protecting the planet Contributing the community Rights and responsibilities Parliament and national democracy Year B – Pressure groups

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE 5/6 Year A **Cycle A Mixed Age** **Curriculum** **2027-2028**	**Family and Relationships** Introduction - Rules for PSHE Build and friend – what makes a good friend Respect Respecting myself Marriage Bullying Stereotypes Challenging stereotypes	**Health and Well-being** Relaxation – yoga The importance of rest Embracing Failure Going for Goals Taking responsibility for my feelings Healthy meals Sun safety	**Safety and the Changing Body** Online friendships Staying safe online First Aid: choking Alcohol Drugs, alcohol and tobacco: influences	**Safety and the changing body continued…** **Streamed lessons** **Y5: Puberty** **Y5: Menstruation** **Y5: Emotional changes in puberty** **Y6: Physical and emotional changes of puberty** **Y6: Conception** **Y6: Pregnancy and birth**		**Citizenship** **Year 5 only (A)** **Entire Year 5** Breaking the law Prejudice and discrimination Protecting the planet Contributing the community Rights and responsibilities Parliament and national democracy Year B – Pressure groups
PSHE 5/6 Year B **Cycle B Mixed Age Curriculum** **2026-2027**	**Family and Relationships** Introduction - Rules for PSHE Friendship skills Respect Resolving conflict Family Life Stereotyping Challenging Stereotypes Change and loss	**Health and Well-being** Relaxation mindfulness What can I be? Taking responsibility for my health The impact of technology on health Resilience Toolbox Immunisation Physical health concerns Good and bad habits	**Safety and the Changing Body** Critical digital consumers Social media First Aid: Bleeding First Aid: Basic Life Support	**Safety and the changing body continued…** **Streamed lessons** **Y5: Puberty** **Y5: Menstruation** **Y5: Emotional changes in puberty** **Y6: Physical and emotional changes of puberty** **Y6: Conception** **Y6: Pregnancy and birth**		**Citizenship** **Year 5 only (A)** **Entire Year 5** Breaking the law Prejudice and discrimination Protecting the planet Contributing the community Rights and responsibilities Parliament and national democracy Year B – Pressure groups

Appendix 2: Statutory Relationships Education - By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability	Year 1 Families and relationships – Lesson 1 Year 2 Families and relationships – Lesson 1
	• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Year 1 Families and relationships – Lesson 1 Year 4 Families and relationships – Lesson 3
	• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them	Year 2 Families and relationships – Lesson 2 Year 3 Families and relationships – Lesson 1 Year 4 Families and relationships – Lesson 1 & 7 Year 5 Families and relationships – Lesson 5
	• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	Year 2 Families and relationships – Lesson 1 Year 3 Families and relationships – Lesson 1
	• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 2 Families and relationships – Lesson 2 Year 5 Families and relationships – Lesson 3
	• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 2 Families and relationships – Lesson 6 Year 3 Families and relationships – Lesson 1 Year 4 Families and relationships – Lesson 8 Year 5 Families and relationships – Lesson 5 Year 6 Families and relationships – Lesson 6

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends	Year 1 Families and relationships – Lesson 2 Year 1 Families and relationships – Lesson 4 Year 5 Families and relationships – Lesson 2
	• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Year 1 Families and relationships – Lesson 2 Year 1 Families and relationships – Lesson 3 Year 1 Families and relationships – Lesson 4 Year 4 Families and relationships – Lesson 3 Year 5 Families and relationships – Lesson 1
	• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Year 1 Families and relationships – Lesson 6 Year 2 Families and relationships – Lesson 3 Year 4 Families and relationships – Lesson 2
	• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Year 3 Families and relationships – Lesson 2 Year 5 Families and relationships – Lesson 2 Year 6 Families and relationships – Lesson 5
	• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Year 2 Families and relationships – Lesson 4 Year 3 Families and relationships – Lesson 5

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Year 3 Families and relationships – Lesson 6 Year 4 Families and relationships – Lesson 7
	• Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 1 Families and relationships – Lesson 3 & 5 Year 2 Families and relationships – Lesson 3 Year 3 Families and relationships – Lesson 4 Year 6 Families and relationships – Lesson 2
	• The conventions of courtesy and manners	Year 2 Families and relationships – Lesson 5 Year 4 Families and relationships – Lesson 1
	• The importance of self-respect and how this links to their own happiness	Year 2 Health and Well0being – Lesson 2 Year 4 Health and Wellbeing – Lesson 4 Year 5 Families and relationships – Lesson 4
	• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Year 6 Families and relationships – Lesson 1
	• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Year 3 Families and relationships – Lesson 3 Year 4 Families and relationships – Lesson 4 Year 5 Families and relationships – Lesson 6
	• What a stereotype is, and how stereotypes can be unfair, negative or destructive	Year 1 Families and relationships – Lesson 7 Year 2 Families and relationships – Lesson 7 Year 3 Families and relationships – Lesson 7 & 8 Year 4 Families and relationships – Lesson 5 & 6 Year 5 Families and relationships – Lesson 7 & 8 Year 6 Families and relationships – Lesson 3 & 4
	• The importance of permission-seeking and giving in relationships with friends, peers and adults	Year 4 Families and relationships – Lesson 2 Year 6 Families and relationships – Lesson 3

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not	Purple Mash and National Online Safety Lessons Year 2 - Safety and the changing body – Lesson 2 Year 6 - Safety and the changing body – Lesson 3
	• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous •	Year 2 - Safety and the changing body – Lesson 2 Year 3 - Safety and the changing body – Lesson 3 Year 6 - Safety and the changing body – Lesson 3
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Year 3 - Safety and the changing body – Lesson 4 Year 5 - Safety and the changing body – Lesson 2
	• How to critically consider their online friendships and sources of information including	Year 5 - Safety and the changing body – Lesson 1
	• How information and data is shared and used online	Year 4 - Safety and the changing body – Lesson 2

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 4 – Families and relationships – Lesson 2
	• 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	Year 2 - Safety and the changing body – Lesson 3 Year 4 - Safety and the changing body – Lesson 4
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Year 1 - Safety and the changing body – Lesson 5 Year 2 - Safety and the changing body – Lesson 4
	• How to respond safely and appropriately to adults they may encounter (in all contexts,	Year 1- Safety and the changing body – Lesson 1.2.3
	• How to recognise and report feelings of being unsafe or feeling bad about any adult •	Year 1 - Safety and the changing body – Lesson 2 Year 2 - Safety and the changing body – Lesson 5 Year 4 - Safety and the changing body – Lesson 4 Year 5 - Safety and the changing body – Lesson 2
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard •	Year 1 - Safety and the changing body – Les. 1.2.3.5 Year 2 - Safety and the changing body – Lesson 2.3 Year 4 - Safety and the changing body – Les. 2,4,6,7 Year 5 - Safety and the changing body – Les. 2,3,4 Year 6 - Safety and the changing body – Les. 1,3 Year 1 – Families and relationships – Lesson 5 Year 2 – Families and relationships – Lesson 4 Year 3 – Families and relationships – Lesson 1,3 Year 4 – Families and relationships – Lesson 4.8 Year 6 – Families and relationships – Lesson 6 Year 4 – Health and well-being – Lesson 6 & 7 Year 6 – Health and well-being – Lesson 4 & 8
	• How to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 2 - Safety and the changing body – Lesson 4
	• Where to get advice e.g. family, school and/or other sources	Year 2 - Safety and the changing body – Lesson 5

Appendix 2 – Statutory Health Education – By the end of Primary School children should know:

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Mental Well-being	• that mental wellbeing is a normal part of daily life, in the same way as physical health	Year 1 – Health and well-being – Lesson 4 Year 2 – Health and well-being – Lesson 3 Year 3 – Health and well-being – Lesson 2,4,5 Year 4 – Health and well-being – Lesson 2,3,5 Year 5 – Health and well-being – Lesson 1,3 Year 6 – Health and well-being – Lesson 2,3
	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Year 1 – Health and well-being – Lesson 1 Year 2 – Families and relationships – Lesson 6 Year 4 – Families and relationships – Lesson 8 Year 4 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 5 Year 6 – Families and relationships – Lesson 6
	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Year 1 – Health and well-being – Lesson 1 Year 2 – Families and relationships – Lesson 6 Year 2 – Health and wellbeing – Lesson 1 Year 4 – Families and relationships – Lesson 8 Year 6 – Families and relationships – Lesson 6
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate online.	Year 4 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 5
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Year 2 – Health and Wellbeing – Lesson 2 Year 6 – Health and Wellbeing – Lesson 3

	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Year 1 – Health and well-being – Lesson 4 Year 2 – Health and well-being – Lesson 3 Year 3 – Health and well-being – Lesson 1,2 Year 4 – Health and well-being – Lesson 2,5 Year 5 – Health and well-being – Lesson 1 Year 6 – Health and well-being – Lesson 2,3
	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Year 3- Health and Wellbeing – Lesson 3
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Year 3- Safety and the changing body – Lesson 4 Year 6- Safety and the changing body – Lesson 3
	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Year 3- Health and Wellbeing – Lesson 3 Year 4- Health and Wellbeing – Lesson 7 Year 6- Health and Wellbeing – Lesson 3
	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Year 4- Health and Wellbeing – Lesson 7 Year 6- Health and Wellbeing – Lesson 3

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits	Year 2 - Safety and the changing body – Lesson 1 Year 3 - Safety and the changing body – Lesson 4 Year 4 - Safety and the changing body – Lesson 2
	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Year 6 – Health and wellbeing – Lesson 4
	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Year 2 - Safety and the changing body – Lesson 2 Year 3 - Safety and the changing body – Lesson 3 Year 4 - Safety and the changing body – Lesson 2 Year 5 - Safety and the changing body – Lesson 5 Year 6 - Safety and the changing body – Lesson 3
	• why social media, some computer games and online gaming, for example, are age restricted.	Year 4 - Safety and the changing body – Lesson 1 Year 6 - Health and wellbeing – Lesson 4
	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Year 3 - Safety and the changing body – Lesson 4 Year 5 - Safety and the changing body – Lesson 2 Year 6 - Safety and the changing body – Lesson 3
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Year 3 - Safety and the changing body – Lesson 5 Year 4 - Safety and the changing body – Lesson 5 Year 6 - Safety and the changing body – Lesson 2
	• where and how to report concerns and get support with issues online.	Year 3 - Safety and the changing body – Lesson 4,5 Year 4 - Safety and the changing body – Lesson 2 Year 5 - Safety and the changing body – Lesson 2

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Physical health and fitness and healthy eating	• the characteristics and mental and physical benefits of an active lifestyle.	Year 3 – Health and well-being – Lesson 1 Year 6 – Health and well-being – Lesson 7
	• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Year 2 – Health and well-being – Lesson 2 Year 3 – Health and well-being – Lesson 1
	• the risks associated with an inactive lifestyle (including obesity).	Year 3 – Health and well-being – Lesson 1 Year 6 – Health and well-being – Lesson 7
	• how and when to seek support including which adults to speak to in school if they are worried about their health.	Year 6 – Health and well-being – Lesson 8
	• what constitutes a healthy diet (including understanding calories and other nutritional content).	Year 2 – Health and well-being – Lesson 6 Year 3 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 6
	• the principles of planning and preparing a range of healthy meals.	Year 2 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 6
	• 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).	Year 2 – Health and well-being – Lesson 6 Year 3 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 6 Year 6 – Health and well-being – Lesson 7
Changing Adolescent Body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Year 4 - Safety and the changing body – Lesson 6 & 7 Year 5 - Safety and the changing body – Lesson 3,4,5 Year 6 - Safety and the changing body – Lesson 4
	• about menstrual wellbeing including the key facts about the menstrual cycle	Year 5 - Safety and the changing body – Lesson 4 Year 6 - Safety and the changing body – Lesson 5

TOPIC	PUPILS SHOULD KNOW	KAPOW SCHEME OF WORK UNLESS MENTIONED OTHERWISE
Drugs, alcohol and tobacco – Health and prevention – Basic First Aid	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Year 1 - Safety and the changing body – Lesson 6 Year 2 - Safety and the changing body – Lesson 8 Year 3 - Safety and the changing body – Lesson 6 & 7 Year 4 - Safety and the changing body – Lesson 8 Year 5 - Safety and the changing body – Lesson 7 Year 6 - Safety and the changing body – Lesson 1
	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Year 6 – Health and well-being – Lesson 8
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Year 1 – Health and well-being – Lesson 6 Year 5 – Health and well-being – Lesson 7
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Year 1 – Health and well-being – Lesson 3 Year 5 – Health and well-being – Lesson 2
	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Year 2 – Health and well-being – Lesson 7 Year 3 – Health and well-being – Lesson 6 Year 4 – Health and well-being – Lesson 1
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Year 1 – Health and well-being – Lesson 5 Year 6 – Health and well-being – Lesson 6
	• the facts and science relating to allergies, immunisation and vaccination.	Year 1 – Health and well-being – Lesson 7 Year 6 – Health and well-being – Lesson 6
	• how to make a clear and efficient call to emergency services if necessary.	Year 1 - Safety and the changing body – Lesson 4 Year 3 - Safety and the changing body – Lesson 1,2 Year 4 - Safety and the changing body – Lesson 3 Year 4 - Safety and the changing body – Lesson 3 Year 5 - Safety and the changing body – Lesson 6 Year 6 - Safety and the changing body – Lesson 7 & 8
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Year 3 - Safety and the changing body – Lesson 1,2 Year 4 - Safety and the changing body – Lesson 3 Year 5 - Safety and the changing body – Lesson 6 Year 6 - Safety and the changing body – Lesson 7 & 8

Appendix 3 – RRR Guiding Principles Map

Leigh Primary School: Respect, Responsibility and Resilience Map

Our guiding principles of Respect, Responsibility and Resilience are explicitly taught, consistently modelled and practised through daily school life. They enable every pupil to develop positive relationships, make wise choices, contribute to their community and respond confidently to challenge.

Guiding principle	What pupils learn	What this looks like in practice	Where pupils experience it
Respect	To value themselves, others, difference, property, rules, beliefs and the environment.	Pupils listen attentively, use kind language, take turns, celebrate others' successes, disagree respectfully and show care for shared spaces and resources. They understand that prejudice, discrimination, bullying and unkindness are never acceptable.	Whole-school values; School Rules and Non-Negotiables; Behaviour Policy; PSHE/RSE; RE; VotesforSchools; collective worship; buddy systems; Outdoor learning; class discussions; anti-bullying work; sport and inter-house events.
Responsibility	To understand that choices have consequences and that everyone has a role in making school and the wider community safe, fair and successful.	Pupils arrive ready to learn, complete roles reliably, care for equipment, follow safety expectations, take ownership of mistakes and repair relationships. They contribute ideas, help others and take pride in representing the school.	Classroom jobs; School Leadership Responsibilities; House Captains; VotesforSchools; PTA and charity events; online-safety learning; educational visits; residentials; playground and buddy roles; Outdoor Learning; pupil leadership.
Resilience	To approach challenge positively, persevere, manage setbacks and seek help appropriately.	Pupils try new experiences, use feedback, regulate emotions, learn from mistakes and keep going when learning or relationships feel difficult. They know trusted adults and develop strategies to manage worries and change.	RRR principles; PSHE; ELSA provision; social groups; PE; competitive sport; residential visits; outdoor learning; performances; Year 6 musical; Take One Picture week; class learning and reflection.

Progression across the school

Key Stage	Respect	Responsibility	Resilience
EYFS	Sharing, turn-taking, kind hands and words, caring for others and recognising feelings.	Following routines, looking after belongings, making simple choices and beginning to understand rules.	Trying new activities, managing small disappointments, asking for help and persisting with adult support.
KS1	Listening to others, recognising differences, using respectful language and resolving simple friendship difficulties.	Completing classroom roles, following rules independently, keeping safe online and offline, and understanding consequences.	Taking risks in learning, learning from mistakes, using calming strategies and developing confidence in unfamiliar situations.
LKS2	Valuing different views, cultures, beliefs and identities; working cooperatively and showing sportsmanship.	Taking on leadership tasks, contributing to class and school decisions, caring for the environment and making responsible choices.	Responding constructively to feedback, managing challenge, developing independence and adapting to change.
UKS2	Acting as role models, challenging prejudice safely, mentoring younger pupils and demonstrating mature respect in discussion.	Representing the school, leading others, contributing to community and charity work, and preparing responsibly for secondary transition.	Persevering through academic, social and physical challenge; reflecting on setbacks; using support well; and developing confidence for the next stage.

How adults make the principles visible

- Adults model respectful communication, calm problem-solving, fairness and high expectations.
- Staff explicitly name the principle being demonstrated: for example, “That was responsible because…”
- Recognition systems, including Marvellous Me and celebration assemblies, celebrate character as well as attainment.
- Restorative conversations help pupils understand impact, repair relationships and make better choices.
- Adaptations, ELSA support and inclusive social opportunities ensure that every pupil can access and develop these principles.
- Leaders gather pupil voice and monitor participation so that pupils facing barriers are supported to belong, contribute and thrive.

Pupil Friendly Version

LEIGH PRIMARY SCHOOL

SHARING, CARING AND LEARNING TOGETHER

OUR GUIDING PRINCIPLES

Respect, Responsibility and Resilience

RESPECT

We treat ourselves, other people, our school and our world with care.

- We are kind
- We listen
- We include everyone

RESPONSIBILITY

We make good choices, own our actions and help make our school a safe and happy place.

- We do our part
- We follow our school rules
- We help others

RESILIENCE

We keep trying, learn from mistakes and ask for help when we need it.

- We never give up
- We learn from mistakes
- We believe in ourselves

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 5

Leigh Primary School

The Green, Leigh, Tonbridge, Kent TN11 8QP
Telephone/Fax: 01732 832660

Sex, Relationships and Health Education Y1/2 – 2026-2027

Dear Parents and Carers,

This year the children will be embark on statutory units of study: Safety and the Changing Body, Family and Relationships and Health and Well-being. We use Kapow learning resources to teach these units of study. We additionally use a resource from the NSPCC called PANTS to emphasise particular content which related to safeguarding your children. If you would like to know more about the NSPCC's campaign and learn how you can help keep your children safe in partnership with Leigh Primary School, more information can be found at https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

On the following page you can read questions from parents about the PANTS program: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/pants-how-to-answer-questions/

Term 1 the children were taught a unit of work called '**Family and Relationships'.** We use Kapow learning resources to teach these units of study. Children were are secure in this unit will be able to:

Pupils who are **secure** will be able to:

- Understand the need for rules for PSHE lessons.
- Understand that families can include a range of people.
- Understand what people like to do with friends and who their own friends are.
- Describe what people might look like if they are feeling: angry, scared, upset, worried.
- Understand the skills needed to work together in a group.
- Understand friendships have problems and ways that these can be overcome.
- Explain what a stereotype is, why they are incorrect and provide examples.
- Understand that friendships are not always positive.
- Understand why manners are important.
- Understand that not everybody feels the same about a situation.
- Explain how being friendly can make others feel included.

Term 3 the children were taught a unit of work called '**Health and Well-being'**.

Pupils who are **secure** will be able to:

- Use appropriate vocabulary to describe how they feel and recognise what these different feelings might look like and feel like.
- Describe situations that may provoke certain feelings.
- Use multiple colours to show how they can feel more than one emotion at a time.
- Describe how they would feel in a particular situation and understand that not everyone feels the same.
- Explain how rest and relaxation affects our bodies, including mental functions.
- Identify scenarios or think of examples where they could use relaxation to help manage difficult emotions.
- Describe their qualities and strengths.
- Recognise something they want to get better at.
- Describe their bedtime routine and why sleep is important.
- Understand that germs can be spread via our hands and how to wash hands properly.
- Know the five things they need to do when out in the sun to keep safe.
- Know people can be allergic to certain things and how to help with an allergic reaction.
- Understand that there are a range of people who help to keep us healthy.

In Term 4 and 5 the children were taught a unit of work called '**Safety and the changing body**'.

Pupils who are **secure** will be able to:

- Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. Knowing that a stranger is simply anyone you don't know.
- Know how to move politely out of a situation that makes them feel uncomfortable and to tell an adult they trust right away.
- Understand that people do jobs that help keep us safe and what some of those jobs are.
- Understand how we can help people to keep us safe by behaving in an appropriate way.
- Understand how to keep safe near roads.
- Understand how to cross the road carefully with an adult.
- Understand what goes into or onto the body.
- Know when to check about substances with an adult.
- Know the number for the emergency services and know their own address.
- Know the number to call in an emergency, can select the correct emergency service required and know their own address including postcode.
- Understand what a secret is and what a surprise is.
- Understand the difference between a secret and a surprise.
- Understanding that some physical contact is never acceptable.
- *Children will explore PANTS from the NSPCC as part of this lesson as well. Children should be able to explain what types of physical contact are never appropriate and some that are. Children will look at examples and will be asked it is: Never, sometimes or usually acceptable. Children will be given suggested phrases to use to express that they do not accept a certain kind of touch and what to do.*
- Understanding that physical contact that is acceptable with someone who is close to you may be unacceptable with a stranger.
- Know the name of parts of the body including those of the private parts for their gender.
- Know the people and organisations we can go to for help if we are concerned about something.
- Know that I can choose what happens to my body and give permission and take it away; explaining who I can talk to if I feel uncomfortable.

Any topics that teachers feel children need consolidation will be recapped throughout the Spring and Summer term. Some concepts are tricky for this age group and it is important to discuss issues in context throughout the year to support understanding.

This is a letter about 3 units of study that are in a sequence with units that will follow in subsequent years of your child's time at Leigh Primary School. For further information on what will be studied in subsequent years please visit: https://www.leighprimaryschool.com/Personal-Development/ where you can read letters for all year groups.

If you have any questions, please do not hesitate to contact me or your child's class teacher/s.

Kind Regards,

Jenna Halfhide

Co-Headteacher – Leigh Primary School

Leigh Primary School

The Green, Leigh, Tonbridge, Kent TN11 8QP
Telephone/Fax: 01732 832660

Sex, Relationships and Health Education Y3/4 – 2026-2027

Dear Parents and Carers,

This year the children will be embark on statutory units of study: Safety and the Changing Body, Family and Relationships and Health and Well-being. We use Kapow learning resources to teach these units of study. We additionally use a resource from the NSPCC called PANTS to emphasise particular content which related to safeguarding your children. If you would like to know more about the NSPCC's campaign and learn how you can help keep your children safe in partnership with Leigh Primary School, more information can be found at https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

On the following page you can read questions from parents about the PANTS program: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/pants-how-to-answer-questions/

Term 1 the children were taught a unit of work called '**Family and Relationships'.** We use Kapow learning resources to teach these units of study.

Pupils who are **secure** will be able to:

- Understand of the need for rules for PSHE lessons.
- Understand that problems occur in friendships and that violence is never right.
- Understand what bullying is and what to do if it happens.
- Understand that families love and support each other but sometimes problems can occur and help is available if needed.
- Understand how toys can reinforce gender stereotypes and recognise male and female stereotyped characters.
- Understand that stereotypes arise from a range of factors, including explaining some which are associated with age.
- Understand that stereotypes about disabilities are untrue.
- Understand that what they do and say has an effect on other people.
- Understand how to show that you are listening and describe what a good listener is.
- Understand that manners vary in different situations.
- Understand the similarities and differences that can exist between people and how to show respect.
- Understand that families are all different and that the country people live in can influence these differences.

Term 2 the children were taught a unit of work called '**Health and Well-being'**.

Pupils who are **secure** will be able to:

- Create a healthy diary, where energetic activities and high energy food are scheduled for the same day.
- Show understanding that food choices, exercise, dental hygiene, positive relationships and managing feelings are all important to keeping healthy.
- Identify and share key facts about dental health.
- Identify strengths in their peers' work.
- Describe a calm place that helps them to feel relaxed.
- Write or describe their strengths and how they could use these in school.
- Describe how they would break a problem down into small, achievable goals.
- Understand the range of emotions we can experience.
- Express their feelings; offer suggestions of what to say when setting a boundary and make note of things they like and dislike to help them create boundaries.
- Understand what mental health is and that sometimes people might need help.

In Term 3 and 4 the children were taught a unit of work called '**Safety and the changing body**'.

Pupils who are **secure** will be able to:

- Send an email which describes some of the best ways to avoid being tricked by fake emails.
- Understand the reasons for legal age restrictions.
- Demonstrate an understanding of how search engines work and whether information us useful.
- Understand some of the risks of smoking and some of the benefits of being a non-smoker.
- Identify a casualty who is having an asthma attack.
- Understand choices that they can make and those that are made for them.
- Understand it is most important to ensure the safety of myself and others when faced with an emergency situation.
- Explain rules for keeping safe near roads.

For Year 4 pupils only:

Pupils who are **secure** will be able to:

- understand that their body will change as they become an adult.
- understand that different changes happen to males and females.
- identify some physical differences between child and adult bodies.
- explain ways to look after their personal hygiene.
- understand they have changed physically and developed skills within their life so far
- identify some physical changes they will go through before they become an adult
- identify things they will be able to do when they are an adult which they cannot do now

Any topics that teachers feel children need consolidation will be recapped throughout the Spring and Summer term. Some concepts are tricky for this age group and it is important to discuss issues in context throughout the year to support understanding.

This is a letter about 3 units of study that are in a sequence with units that will follow in subsequent years of your child's time at Leigh Primary School. For further information on what will be studied in subsequent years please visit: https://www.leighprimaryschool.com/Personal-Development/ where you can read letters for all year groups.

If you have any questions, please do not hesitate to contact me or your child's class teacher/s.

Kind Regards,

Jenna Halfhide

Co-Headteacher – Leigh Primary School

Leigh Primary School

The Green, Leigh, Tonbridge, Kent TN11 8QP
Telephone/Fax: 01732 832660

Sex, Relationships and Health Education Y4/5 – 2026-2027

Dear Parents and Carers,

This year the children will be embark on statutory units of study: Safety and the Changing Body, Family and Relationships and Health and Well-being. We use Kapow learning resources to teach these units of study.

Term 1 (Y4) and Term 2 (Year 5) the children were taught a unit of work called 'Family and Relationships'. We use Kapow learning resources to teach these units of study:

Y4 Pupils who are **secure** will be able to:

- Understand that manners vary in different situations.
- Understand boundaries in friendships, including physical boundaries and expectations.
- Understand that what they do and say affects other people.
- Understand the impact of bullying and the role bystanders can take.
- Recognise male and female stereotyped characters.
- Understand that stereotypes about disabilities are usually untrue.
- Understand that families are all different and they offer each other support but sometimes they can experience problems.
- Know what bereavement is and how to support someone who has experienced a bereavement.

Y5 Pupils who are **secure** will be able to:

- Describe what qualities a good friend should have and recognise which of these they have and which they could develop.
- Recognise that friendships have ups and downs and this is normal.
- Understand what marriage is and know that it is a choice people make.
- Understand that we all have a range of attributes that make us who we are and we should be proud of these.
- Understand that sometimes families can make children feel unhappy or unsafe.
- Understand why someone might bully others.
- Understand that attitudes and laws around gender equality have changed over time.
- Understand that stereotypes exist and these can lead to discrimination.

Term 3 (Y4) and Term 4 (Y5) the children will be taught a unit of work called 'Health and Well-being' .

Y4 Pupils who are **secure** will be able to:

- Identify and share key facts about dental health.
- Describe a calm place that helps them to feel relaxed.
- Describe how they feel when they make a mistake and explain what can be learned from making mistakes.
- Write or describe their strengths and how they could use these in school.
- Describe what makes them happy, suggesting how they could work towards this as a goal.
- Explain that there are some things they can control and others they cannot.
- Understand the range of emotions we can experience.
- Understand what mental health is and that sometimes people might need help.

Y5 Pupils who are **secure** will be able to:

- Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel.
- Describe how they can get a good night's sleep and explain why this is important.
- Describe why they should embrace failure.
- Describe a strategy to help manage feelings of failure and to help them to persevere.
- Set themselves goals and consider how they will achieve them.
- Describe a range of feelings and suggest two ways of dealing with a difficult situation.
- Demonstrate an understanding of what calories are and how to use them to help plan healthy meals.
- Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.
- Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.

In Term 6 (Y4) and Term 5 (Y5) the children were taught a unit of work called '**Safety and the changing body**'.

Y4 Pupils who are **secure** will be able to:

- Understand the reasons for legal age restrictions.
- Understand how quickly information can spread on the internet and some of the risks associated with that.
- Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
- Understand the difference between private and public, and secrets and surprises.
- Understand how search engines work and whether information is useful.
- Understand the changes they have already gone through and aware of some changes to come.
- Understand that they will change physically as they develop into adults.
- Understand some of the risks of smoking and some of the benefits of being a non-smoker.

Y5 Pupils who are **secure** will be able to:

- Understand what is safe to share online and what to do before sending a message.
- Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.
- Accurately name all the relevant parts of the body including sexual external parts of the body and internal reproductive organs.
- Understand the changes their own gender and the opposite gender will go through during puberty including menstruation.
- List the range of changes they will go through during puberty including emotional changes.
- Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.
- Understand that other people can influence our decisions but we have the right to make our own choices.

Any topics that teachers feel children need consolidation will be recapped throughout the Spring and Summer term. Some concepts are tricky for this age group and it is important to discuss issues in context throughout the year to support understanding.

This is a letter about 3 units of study that are in a sequence with units that will follow in subsequent years of your child's time at Leigh Primary School. For further information on what will be studied in subsequent years please visit: https://www.leighprimaryschool.com/Personal-Development/ where you can read letters for all year groups.

If you have any questions, please do not hesitate to contact me or your child's class teacher/s.

Kind Regards,

Jenna Halfhide

Co-Headteacher – Leigh Primary School

Leigh Primary School

The Green, Leigh, Tonbridge, Kent TN11 8QP
Telephone/Fax: 01732 832660

Sex, Relationships and Health Education Y6 – 2026-2027

Dear Parents and Carers,

This year the children will be embark on statutory units of study: Safety and the Changing Body, Family and Relationships and Health and Well-being. We use Kapow learning resources to teach these units of study.

Term 1 the children were taught a unit of work called '**Family and Relationships'.** We use Kapow learning resources to teach these units of study.
Pupils who are **secure** will be able to:

- Understand that everyone can expect a level of respect but this can be lost.
- Understand what respect is and how they should be respected.
- Understand how stereotypes influence our ideas and opinions.
- Understand a range of stereotypes and share this information effectively.
- Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise.
- Understand the term grief and describe some of the associated emotions.

Term 2 the children were taught a unit of work called '**Health and Well-being'** We use Kapow learning resources to teach these units of study. Children were are secure in this unit will be able to:
Pupils who are **secure** will be able to:

- Describe qualities or values they want to develop and create achievable goals.
- Describe the importance of relaxation and suggest different strategies.
- Describe how they take care of their physical wellbeing.
- Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.
- Describe what resilience is, why it is important and some useful resilience strategies.
- Understand how vaccination works and why it is important to individuals.
- Understand that habits can be good or bad for health.
- Understand that changes in their body could indicate illness and know what to do if they notice them.

In Term 5 and 6 the children were taught a unit of work called '**Safety and the changing body'** We use Kapow learning resources to teach these units of study. Children were are secure in this unit will be able to:
Pupils who are **secure** will be able to:

- Understand some of the reasons adults decide to drink or not drink alcohol.
- Understand some ways to check that a news story is real.
- Understand how they should behave online and the impact negativity can have.
- Understand of changes that take place during puberty. This includes, changes for both biological sexes, naming internal and external sexual reproductive organs and empathy for the feelings this might cause in both sexes.
- Understand the menstrual cycle and that a male and a female are needed to conceive a baby. Children will learn about conception and the sequence of steps involved in how a baby is conscieved.
- Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.
- Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.
- Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.

Any topics that teachers feel children need consolidation will be recapped. There are two lessons that are non-statutory but we recommended that all children partake in the lesson regarding conception and birth. If you would like to discuss these lessons or have concerns, please talk to your child's class teacher of the Headteacher.

If you have any questions, please do not hesitate to contact me or your child's class teacher/s.
Kind Regards,
Jenna Halfhide
Co-Headteacher – Leigh Primary School