



## Parc Eglos School

### Life Skills (PSHE) and Sex Education (SE) Policy

At Parc Eglos we believe that a strong Life Skills (PSHE) education is important to help our children develop into well-rounded members of society, who are able to make a positive contribution to their community. Our Life Skills (PSHE) curriculum is strongly tied to our Sex education (SE), Virtues Project and pastoral care programme, the combination of which we refer to as our bespoke Life Skills (PSHE) and SE curriculum.

The vision for children, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

Our curriculum is designed to develop children to be;

**Aspirational**

**Resilient & challenge seeking**

**Caring & collaborative**

**Creative & Curious**

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our children and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and children are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our children and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all children, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents and carers will be informed about the policy via the school's website where it will be available to read and download.

#### Statutory requirements

DfE Statutory guidance states that from September 2020 all schools must deliver relationships and health education. This Life Skills (PSHE) and SE policy is also informed by the following documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping Children Safe in Education - Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

## **Key roles and responsibilities**

The governing body has overall responsibility for the implementation of the school's Life Skills (PSHE) Policy. The governing body has overall responsibility for ensuring that the Life Skills (PSHE) Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation. The governing body has overall responsibility for reviewing the Life Skills (PSHE) Policy regularly.

The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy. The headteacher will be responsible for the day-to-day implementation and management of the Life Skills (PSHE) Policy.

The Life Skills (PSHE) co-ordinator is responsible for liaising with other staff and professional agencies to implement a suitable scheme of work that staff deliver, ensuring a comprehensive Life Skills (PSHE) education that achieves the aims laid out in this policy.

The Staff are responsible for:

- Delivering Life Skills (PSHE) and SE in a sensitive way
- Modelling positive attitudes to Life Skills (PSHE) and SE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the [non-statutory/non-science] components of Life Skills (PSHE) and SE
- Staff do not have the right to opt out of teaching Life Skills (PSHE) or SE. Staff who have concerns about teaching these subjects are encouraged to discuss this with the headteacher.

As required by statutory guidance, the governing body and headteacher will consult with parents to ensure that the Life Skills (PSHE) and SE policy reflects the needs and sensibilities of the wider school community. Parc Eglos School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw where necessary as outlined later. We will ensure that children are also involved in the creation of this policy through feedback and suggestion forms and/or class discussions.

The current curriculum content and coverage follows statutory guidance and resources from The National Curriculum, The PSHE Association and the Kapow Primary PSHE scheme, and maybe supplemented with other activities as long as our aims and objectives are met as laid out in this policy.

## **Aims of the Life Skills (PSHE) curriculum**

Children will learn to:

- Develop self-confidence, self-esteem and self-worth.
- Understand what constitutes a healthy lifestyle and the importance of building healthy relationships with peers and adults.
- Understand what it means to be physically and mentally healthy
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Understand what it means to be financially responsible citizens
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.

- Respect the world we live in, in particular role as caring citizens who promote sustainability
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Understand the British Values in order to make positive, informed choices as they make their way through life.

### **Teaching methods and learning style**

A range of teaching and learning styles will be used to teach Life Skills (PSHE). Teaching will be child-led and there will be an emphasis on active learning techniques such as discussion and group work. Children will be expected to show respect for another's views, even when disagreeing with them. There will be no raised voices, shouting or talking over people, and comments will be kept subject-specific, as opposed to personal. 'Ice-breaker' activities and clear ground rules regarding discussions will be put in place in order to ensure a safe, supportive and positive learning environment.

Children will learn research and study techniques and have the opportunity to engage in investigations and problem-solving activities. When possible, children will be encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings. Wherever possible we will use visiting speakers, such as health workers and the police, to broaden the curriculum and share real life experiences. Any such speakers must be closely monitored by the class teacher who should use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

We will consult with the local community on matters related to Life Skills (PSHE) to ensure that local issues are covered in lessons. Children's questions will, unless inappropriate, be answered respectfully by the teacher.

### **Reporting and confidentiality**

Every lesson should reinforce that, if children have any personal concerns or wish to talk about any of the issues raised in the lesson; they should feel comfortable consulting their teacher or another member of staff about this. Children will be encouraged to have an open dialogue regarding any such issues with their teacher but must understand that their teacher may not be able to keep certain information confidential, for example, where there are safeguarding issues raised. When a child does wish to speak to a teacher or other adult in school about any such issue, the member of staff should ensure that the child is aware of this responsibility.

### **Tailoring Life Skills (PSHE)**

Discussion and other activities will be used in initial Life Skills (PSHE) lessons in order to ascertain 'where children are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regard to this. Teaching will consider the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly. Adaptations will be made for those for whom English is a second language to ensure that all children can fully access Life Skills (PSHE) educational provision.

All children with special educational needs will receive Life Skills (PSHE) education, with content and delivery tailored to meet their individual needs. As far as is appropriate, children with special educational needs should follow the same PSHE education programme as all other children. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual children where required, and if appropriate.

It is not the school's policy to withdraw children with special educational needs from Life Skills (PSHE) education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all children as their academic achievement.

**Programmes of study are in place from EYFS (nursery and foundation stage) through key stage 1 and 2. Year group Long Term Planning informs our whole school overview. See appendix 1 for EYFS and appendix 2 for Years 1-6.**

## **Assessment**

Children' knowledge and understanding are assessed through formative assessment via question and answer sessions, discussion groups and quizzes.

## **Life Skills (PSHE) coordinator**

The Life Skills (PSHE) coordinator will:

- Monitor the Life Skills (PSHE) programme including the use of outside agencies.
- Evaluate the Life Skills (PSHE) programme with staff, children and parents.
- Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
- Provide appropriate support and training for staff.
- Attend relevant courses and network meetings.
- Develop and review this policy.

## **Aims of our Sex Education (SE) curriculum**

At Parc Eglos we follow the Christopher Winter's Project for lessons and resources that teach age appropriate understanding and awareness of relationships and sex education. Our SE lessons begin in Year 2.

We believe that SE should meet the needs of all children, whatever their developing sexuality or identity - this should include age-appropriate teaching about different types of relationships in the context of the law. Children should receive teaching on LGBTQ+ relationships, for example, through teaching about different types of family, including those with same sex parents.

## **Terminology**

The scientific terminology of penis and vulva is introduced/used from Year 2. Earlier years will use the language of private parts.

**See Appendix 3 for when language is introduced.**

## **Parents' right to excuse their child from SE**

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Make available online, via the school's website, this Life Skills (PSHE) and SE Policy
- Answer any questions that parents may have about the Life Skills (PHSE) and SE education of their child;

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Life Skills (PSHE) and SE in the school
- Inform parents about the best practice known with regard to SE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We are committed to parents' right to excuse their child from SE, (other than sex education in the National Curriculum as part of science). There is no right to excuse children from PHSRE as we believe the contents of these subjects -such as family, friendship, safety (including online safety) - are important.

If a parent wishes their child to be withdrawn from SE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to excuse children from these relatively limited and often unplanned discussions.

Requests for children to be excused should be put in writing and addressed to the headteacher. A copy of the request will be placed in the child's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to children who are withdrawn from these lessons.

### **Safeguarding**

Staff are aware that effective SE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. It is usual practice for staff to consult with the designated safeguarding lead (DSL) or their deputy (DDSL) and report the disclosure on My Concern. In their absence, staff will consult with the headteacher or Deputy Headteacher.

DSL: Chris Powley

DDSL: Tony flint

Visitors invited in to support the delivery of PHSRE will be required to follow our usual visitor protocols.

### **Parent consultation**

Parents were consulted on our proposed policy, in June 2021, via the school's website and the online platform ParentPay due to COVID restrictions. No feedback, suggestions or concerns were raised by parents during this time.

Parents were re-consulted in May 2022. This policy was emailed to each parent/carers with a request for feedback or concerns. No concerns or feedback were received.

<b>Review &amp; Approval Date</b>	<b>June 2022</b>
<b>Signed by Chair of Governors</b>	<b>Keith Warham</b>
<b>Signed by Headteacher</b>	<b>Jayne Banner</b>
<b>Next Review Date</b>	<b>March 2023</b>

## Appendix 1 - Life Skills (PSHE) in EYFS at Parc Eglos School

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 relationships with adults enable children to learn how to understand their own feelings and those of others. Children will 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 will learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve, throughout Parc Eglos and in later life.

Birth to three - babies, toddlers and young children will be learning to:	Examples of how staff will support this:
Find ways to calm themselves, through being calmed and comforted by their key person.	<ul style="list-style-type: none"> <li>• When settling a toddler into nursery, the top priority is for the key person to develop a strong and loving relationship with the young child.</li> <li>• Learn from the family about what they do to soothe their child and what to look out for.</li> <li>• Find out what calms their child - rocking, cuddling or singing.</li> <li>• Make sure children can get hold of their comfort object when they need it.</li> </ul>
Establish their sense of self.	<ul style="list-style-type: none"> <li>• Children develop a sense of self by interacting with others, and by exploring their bodies and objects around them, inside and outdoors.</li> <li>• Respond and build on childrens' expressions and gestures, playfully exploring the idea of self/other.</li> </ul>
Express preferences and decisions. They also try new things and start establishing their autonomy.  Engage with others through gestures, gaze and talk.  Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	<ul style="list-style-type: none"> <li>• Be positive and interested in what children do as they develop their confidence in trying new things.</li> <li>• Help children to make informed choices from a limited range of options. For example children could choose which song to sing from a set of four song cards, by pointing, or supporting children to choose whether they want milk or water at snack time.</li> </ul>
Find ways of managing transitions, for example from their parent to their key person.	<ul style="list-style-type: none"> <li>• Support children as they find their own different ways to manage feelings of sadness when their parents leave them. Some children might need to hold onto a special object from home to feel strong and confident in the setting. Some might need to snuggle in and be comforted by their key person. Some might get busy straight away in their favourite play or with another child they feel close to.</li> <li>• Young children need to feel secure as they manage difficult emotions.</li> <li>• Provide consistent and predictable routines, with flexibility when needed.</li> </ul>
Thrive as they develop self-assurance.	<ul style="list-style-type: none"> <li>• Provide consistent, warm and responsive care. At first, this will be centred on the key person.</li> <li>• In time, children will develop positive relationships with other adults.</li> <li>• When the key person is not available, make sure that someone familiar provides comfort and support, and carries out intimate care routines.</li> </ul>
Look back as they walk away from their key person. Look for clues about how to respond to something interesting.  Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.  Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.	<ul style="list-style-type: none"> <li>• Acknowledge children's brief need for reassurance as they move away from their key person. Encourage children to explore, indoors and outside. Help them to become more independent by smiling and looking encouraging.</li> <li>• Arrange resources inside and outdoors to encourage children's independence and growing self-confidence.</li> <li>• Store resources so that children can access them freely, without needing help.</li> </ul>
Feel strong enough to express a range of emotions.  Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	<ul style="list-style-type: none"> <li>• Help children to feel emotionally safe with a key person and, gradually, with other members of staff.</li> <li>• Show warmth and affection, combined with clear and appropriate boundaries and routines.</li> </ul>

	<p>Develop a spirit of friendly co-operation amongst children and adults.</p> <ul style="list-style-type: none"> <li>Encourage children to express their feelings through words like 'sad', 'upset' or 'angry'. They may have periods of time when their favourite word is 'no' and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times.</li> </ul>
<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Be increasingly able to talk about and manage their emotions.</p>	<ul style="list-style-type: none"> <li>When appropriate, notice and talk about children's feelings. For example: "I can see it's hard to wait, just a minute and then it's your turn to go down the slide."</li> <li>Model useful phrases like "Can I have a turn?" or "My turn next."</li> </ul>
<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p>	<ul style="list-style-type: none"> <li>Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion.</li> <li>Help all children to feel that they are valued, and they belong.</li> </ul>
<p>Develop friendships with other children.</p>	<ul style="list-style-type: none"> <li>Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with them. Talk about what they see, and suggest ways for the child to join in.</li> </ul>
<p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p>	<ul style="list-style-type: none"> <li>Story times with props can engage children in a range of emotions. They can feel the family's fear as the bear chases them at the end of 'We're Going on a Bear Hunt'. They can feel relief when the Gruffalo is scared away by the mouse.</li> <li>Recognise, talk about and expand on children's emotions. For example, they might say: "Sara is smiling. She really wanted a turn with the truck."</li> </ul>
<b>3 &amp; 4-year-olds will be learning to:</b>	<b>Examples of how staff will support this:</b>
<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<ul style="list-style-type: none"> <li>Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside.</li> <li>Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.</li> </ul>
<p>Develop their sense of responsibility and membership of a community.</p>	<ul style="list-style-type: none"> <li>Give children appropriate tasks to carry out such as washing their own plate after snack time.</li> </ul>
<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p>	<ul style="list-style-type: none"> <li>Invite trusted people into the setting to talk about and show the work they do. Some examples of this might be plumbers, artists or firefighters.</li> <li>Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.</li> </ul>
<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<ul style="list-style-type: none"> <li>Involve children in making decisions about room layout and resources. Support children to carry out decisions, respecting the wishes of the rest of the group.</li> <li>Further resource and enrich children's play, based on their interests.</li> <li>Notice children who find it difficult to play. They may need extra help to share and manage conflicts. They may set up play opportunities in quiet spaces for them, with just one or two other children. They will model positive play and co-operation.</li> <li>Teach children ways of solving conflicts.</li> </ul>
<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<ul style="list-style-type: none"> <li>Explain why we have rules and display a small number of necessary rules visually as reminders.</li> </ul>
<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<ul style="list-style-type: none"> <li>Children with high levels of negative emotion need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.</li> <li>Model ways that they calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves.</li> </ul>

Understand gradually how others might be feeling.	<ul style="list-style-type: none"> <li>Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</li> </ul>
<b>Children in Reception will be learning to:</b>	<b>Examples of how staff will support this:</b>
See themselves as a valuable individual.	<ul style="list-style-type: none"> <li>Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</li> <li>Take opportunities in class to highlight a child's interests, showing they know them and about them.</li> </ul>
Build constructive and respectful relationships.	<ul style="list-style-type: none"> <li>Make sure children are encouraged to listen to each other as well as the staff.</li> <li>Ensure children's play regularly involves sharing and cooperating with friends and other peers.</li> <li>Congratulate children for their kindness to others and express their approval when they help, listen and support each other.</li> <li>Allow children time in friendship groups as well as other groupings.</li> <li>Have high expectations for children following instructions, with high levels of support when necessary.</li> </ul>
Express their feelings and consider the feelings of others.	<ul style="list-style-type: none"> <li>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</li> <li>Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.</li> <li>Undertake specific activities that encourage talk about feelings and their opinions.</li> </ul>
Show resilience and perseverance in the face of challenge.	<ul style="list-style-type: none"> <li>Offer constructive support and recognition of child's personal achievements.</li> <li>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</li> <li>Help them to develop problem-solving skills by talking through how they, them and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.</li> <li>Help children to set own goals and to achieve them.</li> </ul>
Identify and moderate their own feelings socially and emotionally.	<ul style="list-style-type: none"> <li>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</li> <li>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.</li> <li>Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</li> </ul>
Think about the perspectives of others.	<ul style="list-style-type: none"> <li>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.</li> <li>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</li> </ul>
Manage their own needs.	<ul style="list-style-type: none"> <li>Model practices that support good hygiene, such as insisting on washing hands before snack time.</li> <li>Narrate their own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</li> </ul>
<b>By the end of Reception, the early learning goal is for children to:</b>	
<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> </ul>	



- 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.

#### Managing Self

- 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.

#### Building Relationships

- 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.

<b>By the end of Primary School:</b>	
<b>Families and People who Care for me</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability. • 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.</li> <li>• 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. 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring Friendships</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful Relationships</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online Relationships</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
<b>Mental Wellbeing</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<b>Internet safety and harms</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
<b>Physical health and fitness</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity). •how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Children should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene, including visits to the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• about immunisations.</li> </ul>
<b>Basic first aid</b>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Children should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 2 – Life Skills in Years 1-6 at Parc Eglos School

### Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and Relationships</b>	<ul style="list-style-type: none"> <li>-Introduction to Life Skills</li> <li>-What is family?</li> <li>-What are friendships?</li> <li>-Family and friends help and support each other</li> <li>-Making friends</li> <li>-Friendship problems</li> <li>-Healthy friendships</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to Life Skills</li> <li>-Families offer stability and love</li> <li>-Families are all different</li> <li>-Managing friendships</li> <li>-Unhappy friendships</li> <li>-Valuing me</li> <li>-Manners and courtesy</li> <li>-Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to Life Skills</li> <li>-Healthy families</li> <li>-Friendships - conflict</li> <li>-Effective communication</li> <li>-Learning who to trust</li> <li>-Respecting differences</li> <li>-Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to Life Skills</li> <li>-Respect and manners</li> <li>-Healthy friendships</li> <li>-My behaviour</li> <li>-Bullying</li> <li>-Stereotypes</li> <li>-Families in the wider world</li> <li>-Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to Life Skills</li> <li>-Build a friend</li> <li>-Resolving conflict</li> <li>-Family life</li> <li>-Bullying</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to Life Skills</li> <li>-Respect</li> <li>-Developing respectful relationships</li> <li>-Stereotypes</li> <li>-Bullying</li> <li>-Being me</li> <li>-Loss and change</li> </ul>
<b>Safety and the Changing Body</b>	<ul style="list-style-type: none"> <li>-Getting lost</li> <li>-Making a call to the emergency services</li> <li>- Asking for help</li> <li>-Appropriate contact</li> <li>-Medication</li> <li>-Safety at home</li> <li>-People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>-The internet</li> <li>-Communicating online</li> <li>-Secrets and surprises</li> <li>-Appropriate contact</li> <li>-Road safety</li> <li>-Drug education</li> </ul>	<ul style="list-style-type: none"> <li>-Basic first aid</li> <li>-Communicating safely online</li> <li>-Online safety</li> <li>-fake emails</li> <li>Drugs, alcohol and tobacco</li> <li>-Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>-Online restrictions</li> <li>-Share aware</li> <li>-Basic first aid</li> <li>-Privacy and secrecy</li> <li>-Consuming information online</li> <li>The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>-Online friendships</li> <li>-Identifying online dangers</li> <li>-The changing adolescent body (puberty, including menstruation)</li> <li>-First aid</li> <li>-Drug education</li> </ul>	<ul style="list-style-type: none"> <li>- Drugs, alcohol and tobacco</li> <li>-First aid</li> <li>-Critical digital consumers</li> <li>-Social media</li> <li>-The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>-Wonderful me</li> <li>-What am I like?</li> <li>-Ready for bed</li> <li>-Relaxation</li> <li>-Hand washing and personal hygiene</li> <li>-Sun safety</li> <li>-Allergies</li> <li>-People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>-Experiencing different emotions</li> <li>-Being active</li> <li>-Relaxation</li> <li>-Steps to success</li> <li>-Growth mindset</li> <li>-Healthy diet</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>-My healthy diary</li> <li>-Relaxation</li> <li>-Who am I?</li> <li>-My superpowers</li> <li>-Breaking down barriers</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>-Diet and dental health</li> <li>-Visualisation</li> <li>-celebrating mistakes</li> <li>-My role</li> <li>-My happiness</li> <li>-Emotions</li> <li>-Mental health</li> </ul>	<ul style="list-style-type: none"> <li>-Relaxation</li> <li>-The importance of rest</li> <li>-Embracing failure</li> <li>-Going for goals</li> <li>-Taking responsibility for my feelings</li> <li>-Healthy meals</li> <li>-Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>-What can I be?</li> <li>-Mindfulness</li> <li>-Taking responsibility for my health</li> <li>-Resilience toolkit</li> <li>-Immunisation</li> <li>-Physical health concerns</li> <li>-Habits – positive and negative</li> </ul>
<b>Citizenship</b>	<p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>-Rules</li> <li>-Caring for others</li> <li>-Animals</li> <li>-The needs of others</li> </ul> <p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>-Similar, yet different</li> <li>-Belonging</li> </ul> <p><b>DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>-Democratic decisions</li> </ul>	<p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>-Rules beyond school</li> <li>-Our school environment</li> <li>Our local environment</li> </ul> <p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>-Job roles in our local community</li> <li>-Similar, yet different: My local community</li> </ul> <p><b>DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>-School council</li> <li>-Giving my opinion</li> </ul>	<p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>-Rights of the child</li> <li>-Rights and responsibilities</li> <li>-Recycling</li> </ul> <p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>-Local community groups</li> <li>-Charity</li> </ul> <p><b>DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>-Local democracy</li> <li>-Rules</li> </ul>	<p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>-What are human rights?</li> <li>-Caring for the environment</li> </ul> <p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>-Community groups</li> <li>-Contributing</li> <li>-Diverse communities</li> </ul> <p><b>DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>-Local councillors</li> </ul>	<p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>-Breaking the law</li> <li>-Rights and responsibilities</li> <li>-Protecting the planet</li> </ul> <p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>-Contributing to the community</li> <li>-Pressure groups</li> </ul> <p><b>DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>-Parliament</li> </ul>	<p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>-Human Rights</li> <li>-Food choices and the environment</li> <li>-Caring for others</li> </ul> <p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>-Prejudice and discrimination</li> <li>-Valuing diversity</li> </ul> <p><b>DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>-National democracy</li> </ul>
<b>Economic Wellbeing</b>	<p><b>MONEY</b></p> <ul style="list-style-type: none"> <li>-Introduction to money</li> <li>-Looking after money</li> <li>-Banks and building societies</li> </ul>	<p><b>MONEY</b></p> <ul style="list-style-type: none"> <li>-Where money comes from</li> <li>-Needs and wants</li> <li>-Wants and needs</li> <li>-Looking after money</li> </ul>	<p><b>MONEY</b></p> <ul style="list-style-type: none"> <li>-Ways of paying</li> <li>-Budgeting</li> <li>-How spending affects others</li> <li>-Impact of spending</li> </ul>	<p><b>MONEY</b></p> <ul style="list-style-type: none"> <li>-Spending choices/value for money</li> <li>-Keeping track of money</li> </ul>	<p><b>MONEY</b></p> <ul style="list-style-type: none"> <li>-Borrowing</li> <li>-Income and expenditure</li> <li>-Risks with money</li> <li>-Prioritising spending</li> </ul>	<p><b>MONEY</b></p> <ul style="list-style-type: none"> <li>-Attitudes to money</li> <li>-Keeping money safe</li> <li>-Gambling</li> </ul>

	-Saving and spending <b>CAREERS AND ASPIRATIONS</b> -Jobs in school	<b>CAREERS AND ASPIRATIONS</b> -Jobs	<b>CAREERS AND ASPIRATIONS</b> -Jobs and careers -Gender and careers	-Looking after money <b>CAREERS AND ASPIRATIONS</b> -Influences on career choices -Jobs for me	<b>CAREERS AND ASPIRATIONS</b> -Stereotypes in the workplace	<b>CAREERS AND ASPIRATIONS</b> -What jobs are available -Career routes
<b>Transition</b>	-Transition to Year 2	-Transition to Year 3	-Transition to Year 4	-Transition to Year 5	-Transition to Year 6	- Transition to secondary school
<b>Identity</b>						-What is identity? -Gender identity -Identity and body image

### Appendix 3 - Sex Education in Years 2-6 at Parc Eglos School

<b>Year</b>	<b>Curriculum Overview</b>	<b>Key Vocabulary</b>
<b>Year 2</b>	<b>Differences</b> <ul style="list-style-type: none"> <li>• Differences</li> <li>• Male and female animals</li> <li>• Naming body parts</li> </ul>	Friends, family, feelings, similar, different, family, sex, gender roles, boy, girl, male, female, stereotypes, private parts, penis, testicles, vulva and vagina
<b>Year 3</b>	<b>Valuing Difference and Keeping Safe</b> <ul style="list-style-type: none"> <li>• Body differences</li> <li>• Personal space</li> <li>• Help and support</li> </ul>	As above, plus: Uterus, family fostering, adoption, relationship.
<b>Year 4</b>	<b>Growing Up</b> <ul style="list-style-type: none"> <li>• Changes</li> <li>• What is puberty?</li> <li>• Healthy Relationships</li> </ul>	As above, plus: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional feelings.
<b>Year 5</b>	<b>Puberty</b> <ul style="list-style-type: none"> <li>• Talking about puberty</li> <li>• The reproductive system</li> <li>• Help and support</li> </ul>	As above, plus: Physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, facial hair, underarm hair, sexual feelings.
<b>Year 6</b>	<b>Puberty, Relationships and Reproduction</b> <ul style="list-style-type: none"> <li>• Puberty and reproduction</li> <li>• Communication in relationships</li> <li>• Families, conception and pregnancy</li> <li>• Online relationships</li> </ul>	As above, plus: Womb, conception, fertilisation, pregnancy, sexual intercourse, twins, love, consent, intimacy, communication, personal/private information.