



# Canterbury Road Primary School

## PSHE and SRE Policy and curriculum

Consultation and review October 2021

Next review October 2022

### **Introduction**

Personal, social and health education (PSHE) enables our children to become happy, safe, healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. We provide pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The subject also incorporates the RSE policy which is detailed in a separate section within the policy.

### **Curriculum Content**

PSHE (including SRE) is taught on a weekly basis using the SEAL programme (Social and Emotional Aspects of Learning) alongside other resources that are appropriate to the year group, subject matter and cohort. The programme largely focuses on:

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

At Canterbury Road we have a clear programme of study (see Appendices A and B) which enables children to know how to be safe and to understand and develop healthy relationships both now and in their future lives.

### **Monitoring and Assessment**

Subject monitoring is carried out on a termly basis and may include, but is not limited to, pupil voice, book scrutiny, a review of planning and lesson observations.

Children are formatively assessed during each lesson through their written work and contributions to role play activities and class discussion. A summative assessment of their attainment is carried out on a termly basis by class teachers against a framework of objectives.

### **Sex and Relationship Education**

#### **Introduction**

At Canterbury Road Primary School, we believe that Sex and Relationship Education in school should form part of the lifelong learning process which begins in early childhood and continues throughout adult life. We prepare pupils to manage the physical and emotional challenges of 'growing up' as well as giving them a basic understanding of human reproduction. Sex and relationships education (SRE) is learning about sex, sexuality, emotions, relationships, sexual health and ourselves.

Children develop an awareness of 'sex' outside school through social media, music lyrics and videos, TV and films. At Canterbury Road, we ensure that children receive age-appropriate, correct

information and work in partnership with parents to enable our pupils to put their knowledge into perspective and context.

SRE forms part of the health education curriculum and is more than just biological facts and hygiene as it has moral, legal, cultural and ethnic dimensions. Sex education includes how the human body functions, but it also involves learning and thinking about feelings about love, sexuality and responsibility towards oneself and towards others.

### **Consultation**

This policy was developed in full consultation with all governors, parents and staff following a consultation period. The final policy will be published on the school website once the consultation period has ended and views have been considered.

### **Objectives for SRE**

- To inform the children of the changes that male and female bodies undergo during puberty.
- To provide reassurance that body changes, physical and emotional are normal.
- To enable pupils to understand the process of human reproduction.
- To enable pupils to develop knowledge, communication skills, and understanding in order to facilitate personal decision-making.
- To emphasise the value of sex within a stable loving relationship where care and respect are paramount.
- To encourage awareness, respect and responsibility to oneself and to others.
- To enable pupils to understand the impact of external factors such as the media, internet and peer groups.
- To inform pupils where they can go for further information and advice.

### **Teaching of SRE**

SRE forms part of health education curriculum, contributing to the foundations of PSHE and Citizenship:

From the National Curriculum for Key Stage 2 (Years 3-6) –

Children learn

*1a) about the life processes common to human and other animals include nutrition, growth and reproduction*

*2f) about the main stages of the human life cycle*

Our PSHE programme focusses on understanding emotions, building friendships and developing social skills. This programme enables pupils to understand and respond positively to the changes they experience as they grow-up.

### **Curriculum Content**

At Canterbury Road, we use a range of teaching strategies throughout the curriculum, including group work, circle time, discussion, role-play, videos and assemblies. Visitors and other professionals such as the school nurse, may contribute to our teaching too. Teaching staff have selected and developed resources to be used in SRE to ensure that they are appropriate to the needs of the year group.

### **Monitoring and Assessment**

All pupils are given appropriate guidance and support throughout the SRE programme of learning,

which considers their intellectual, physical and emotion development. As much of the learning in SRE is of a sensitive and highly personal nature, assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development.

### **Equal Opportunities**

It is important that all children develop a healthy and responsible attitude to their sexuality and at Canterbury Road Primary School we believe that all children will benefit from this part of the curriculum.

Teaching materials and individual and group activities have been carefully considered to meets all pupils' needs. As in all areas of school life at Canterbury Road, diversity and differences are valued and respected. All materials used in school for SRE are available for inspection by parents and carers.

Parents/guardians can find out what is being taught once the finalised curriculum is published on the school website. Due to the more sensitive nature of SRE in Years 5 and 6, we will inform parents/carers when lessons about puberty and reproduction are about to be taught. These adults can view the resources used in school and ask staff any questions. If after careful consideration any parent/guardian feels that the lesson/s are inappropriate for their child, they have the right to withdraw them from these lessons.

**Please see appendices below for more information about what is taught and when.**

**Appendix A**  
**PSHE and SRE Overview**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 1</b>	Going for goals  Medicines and people who help us.	Good to be me	Getting on and falling out	Relationships	Changes	New beginnings
<b>Year 2</b>	Going for Goals	Good to be Me	Getting on and Falling Out	Relationships	Changes Drugs: Keeping Safe	New Beginnings  SRE: Differences
<b>Year 3</b>	Going for goals  Smoking	Good to be me	Getting on and falling out	Relationships  Changes	Changes	New beginnings
<b>Year 4</b>	Going for goals  Alcohol	Good to be me	Getting on and falling out  Changes	Relationships	Changes	New beginnings
<b>Year 5</b>	Going for goals  Drugs	Good to be me	Getting on and falling out  Puberty	Relationships	Changes	New beginnings
<b>Year 6</b>	Going for goals  Drugs: preventing early use	Good to be me	Getting on and falling out  Relationships and reproductions	Relationships	Changes	New beginnings

**Appendix B, PSHE & SRE Termly Plans**

<b>Year 1 – Medium Term Plans</b>						
<b>Term 1</b> <b>Going for goals</b> <b>Medicines and people who help us.</b>	To understand that people learn in different ways.  To explain my personal preferences.	To choose a realistic goal.	To understand how to achieve my goals.	To understand there can be more than one solution to a problem.	To understand how to take care of my teeth.	To understand that I should only take medicines that are meant for me.
<b>Term 2</b> <b>Getting on and falling out.</b>	To understand how to be a good friend	To understand how I can resolve conflict	To begin to understand the different feelings I have	To understand that sometimes other people feel angry	To work with others in a team	To understand that there are safe and unsafe strangers
<b>Term 3</b> <b>Good to be me</b>	To understand that some things make me happy and why that is important	To begin to understand what makes other people happy	To understand my positive feelings	To understand that sometimes I will feel negative feelings and that is ok	To begin to understand what makes other people unhappy	To stand up for myself in a positive way
<b>Term 4</b> <b>Relationships</b>	To understand the importance of listening to my friends	To understand my feelings – proud and jealous	To understand how to deal with my hurt feelings without hurting others	To know what is feels like to be loved and cared for. To understand that all families are different and that is ok	To understand the process of sharing	To understand the difference between fair and unfair
<b>Term 5</b> <b>Changes</b>	To reflect on changes in my life	To reflect on the good things that have happened as a result of change	To reflect on ways I can change my behaviour	To plan positive effects from change	To understand what to do if you are uncertain about a change	To understand how my body will change to understand how to keep myself safe (pants rule)

<b>Term 6 New beginnings</b>	To know what makes a happy classroom	To understand that I belong to a community.	To understand other people's feelings	To understand ways to calm myself	To begin to solve problems by myself	To understand how to successfully belong to a community
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<b>Year 2 Medium Term plans</b>						
<b>Term 1 Going for Goals</b>	Go over school and class rules To talk about any worries for coming year To ask questions about Year 2  To know the British Values and what they mean	I can tell how I learn best	I can break a goal down into small steps	I know ways to overcome boredom and frustration	I can break a goal down into small steps	I can tell you why things have been successful and how I could do things differently.
<b>Term 2 Getting on and falling out</b>	Circle time – golden rules	I can tell you what being a good friend means to me. I can work well in a group.	I can make someone else feel good by giving them a compliment. I know what to say when someone gives me a compliment To understand what bullying is and to know what to do if I am or someone I know is being bullied Anti-Bullying Week	I know that people don't always see things in the same way. I can see things from someone else's point of view. I can use my ability to see things from the other point of view to make a conflict situation better.	I know that sometimes anger builds up and that I can be overwhelmed by my feelings.	To know what to do when I am feeling angry/overwhelmed

			(lesson can be moved to coincide with antibullying week)			
<b>Term 3</b> <b>Good to be me</b>	Circle time – golden rules To know what I am good at	I know how to feel relaxed	To show what relaxed means	To know how to relax my body	To know how to stand up for myself at the right time	To know what impulsive means  To know it is important to think before you act
<b>Term 4</b> <b>Relationships</b>	To know people who are important to me and why To understand the importance of stranger danger	I can tell you something that has made me jealous. I can feel proud on behalf of my friends when they have done something well. I can tell when I am proud or jealous	I understand that being unkind to someone does not make me feel better. I can think of ways to help me feel better when I am feeling hurt without hurting others	I can tell when I feel cared for. I can tell when I love or care for someone and understand there are different types of relationship	I understand that if someone leaves me they might still love me. I understand that people have to make hard choices and sometimes they have no choice	I can share people I care about. I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me. I can tell you how I feel when I lose someone or something I care about
<b>Term 5</b> <b>Changes</b> <b>Drugs–keeping safe</b>	To recognise, name and deal with feelings in a positive way	To think about themselves, learn from their experiences and recognise what they are good at To be able to set a simple goal	To recognise choices they can make, and recognise the difference between right and wrong	To recognise how their behaviour affects other people  Drugs – Keeping Safe To explore substances and situations that are safe and unsafe	To identify and respect the differences and similarities between people Drugs – Keeping Safe To be able to identify some hazardous substances	Drugs – Keeping Safe  To consider safety rules for at home and at school To understand how to be safe in the sun

<b>Term 6</b>  <b>New Beginnings</b> <b>SRE:</b> <b>Differences</b>	To know I belong to a community To know what makes the class a safe and fair place	To be able to tell when other people are sad or scared To know how to make people feel better	To know how to calm myself down when I feel sad or scared	To know how to make someone feel happy	To know some ways to solve a problem  Differences:  LO To know that some people have fixed ideas about what boys and girls can do To know the differences between males and females	To know I belong to a community To know the ways I am similar and different to others  Differences: L.O To be able to describe some differences between males and females To understand how these differences are part of the lifecycle
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<b>Year 3 Medium Term plans</b>						
<b>Term 1</b>  <b>Going for goals</b>  <b>Smoking</b>	I can tell you about myself as a learner.  I can set success criteria so that I will know whether I have reached my goal.	To identify advantages and disadvantages of goals. I can foresee obstacles and plan to overcome. I can manage frustration-using strategies.	I know that I am responsible for my own learning and behaviour.	I can break down a goal into a number of steps. I know how others can help me to achieve my goals.  I can talk about what went well and what needs changing	I can predict the consequences of my actions/solutions or goals for myself other individuals or groups.  I can make a choice about what to do.	To understand why people smoke I have decided which activities are healthy or unhealthy.  I know about smoking and what it does to a person's body

<b>Term 2</b>  <b>Getting on and falling out</b>	I know how to look and sound friendly and what makes a good listener.  To understand the importance of stranger danger	I know how to give and receive compliments and see things from someone else's point of view.	I know what my triggers for anger are and how anger affects our bodies.  To identify what bullying looks like and how to deal with it  To identify signs of ill health (Science)	I know some ways to calm down when I start feeling angry.  To identify coping for strategies for negative emotions	I can use peaceful problem solving to sort out difficulties.	I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.
<b>Term 3</b>  <b>Good to be me</b>	I know about myself and how I learn.	I can tell you whether I like surprises or like things to stay the same.	I know how to be assertive.	I can tell when I should share a worry.	I know that most people have worries.	I can tell when it is a good time to relax.
<b>Term 4</b>  <b>Relationships SRE: Changes</b>	I know how to make someone important to me happy  To understand that there are multiple types of relationship	I can express feelings of guilt and know when I feel ashamed about something  To identify coping for strategies for negative emotions	I know how to make amends and what action to take when I feel guilty	I can take responsibility and know when something is my fault	I know when I will feel guilty and will use this when I make a choice	I can tell you things that hurt my feelings and understand how I might hurt others  To identify coping for strategies for negative emotions
<b>Term 5</b>  <b>Changes</b>	I know that change can be a good thing & tell you about things that have made our lives much better.	I know everybody goes through many different sorts of change all the time.	I can tell you about some of the things that have changed in my life and how I feel about them.	I know that even changes we want to happen can sometimes feel uncomfortable.	I know some ways of dealing with the feelings that sometimes arise from changes.	I can think about and plan to overcome obstacles. To understand who can help me and where to get help
<b>Term 6</b>	Getting to know each other - I know something	Class charter - I can contribute to	Exploring feelings - I know how it feels	Calming down – I can manage my	The problem-solving process – I	Welcoming people and

<b>New beginnings</b>	about everyone in my class and can tell you one special thing about me. I can give and accept a compliment and know that I am valued in my school.	making a class charter and understand my rights and responsibilities in the school. I understand why we need different rules in different places.	to start something new and some ways to cope with the feelings caused. I know how different emotions feel and can tell if other people are feeling emotional.	feelings and find ways to calm myself down when necessary.	know ways to solve a problem.	new beginnings – I know how to make someone feel welcome and valued at school. I know that I belong to a community. I know how to make the classroom safe and a fair place and that is it not OK for others to make it unsafe or unfair.
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<b>Year 4 Medium Term plans</b>						
<b>Term 1</b>	To know myself. To find out about myself as a learner.	To identify what can stop me learning.	To overcome my barriers to learning.	To reflect on my successes.	To identify what helps me to keep trying.	To make my own plans to meet a goal.
<b>Going for goals</b>				To understand the effect alcohol has on the body	SRE Alcohol. To understand the risks related to drinking alcohol.	SRE Alcohol. To consider how society limits the drinking of alcohol.
<b>SRE – Alcohol</b>						

<p><b>Term 2</b></p> <p><b>Getting on and falling out</b></p>	<p>I know what it means to be a good friend.</p>	<p>I understand why it is important to calm down before I am overwhelmed with feelings of anger.</p>	<p>I can tell you some ways to stop myself being overwhelmed by feelings of anger and understand that this is ok.</p>	<p>I can take on a role in a group and contribute to the overall outcome.</p> <p>To understand what bullying is and the different forms it can take.</p>	<p>I know what it means to cooperate.</p>	<p>I can use peaceful problem solving to sort out difficulties.</p>
<p><b>Term 3</b></p> <p><b>Good to be me</b></p> <p><b>SRE: Changes</b></p>	<p>I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel.</p>	<p>I can explain what hopeful and disappointed mean. I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness.</p> <p><b><u>Covered in Science</u></b> To understand how our bodies are affected by poor nutrition.</p>	<p>I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings.</p>	<p>I can express myself assertively in a variety of ways.</p> <p>To explore the human life cycle. To identify some basic facts about puberty.</p>	<p>I can recognise when I am beginning to get upset or angry and have some ways to calm down.</p> <p>To understand that changes during puberty allow for reproduction.</p>	<p>I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. I can stop and think before I act.</p>
<p><b>Term 4</b></p> <p><b>Relationships</b></p>	<p>I can understand how people feel when they lose someone or something they love.</p>	<p>I know some ways to celebrate the life of someone I care about.</p>	<p>I can understand that we can remember people we no longer see.</p>	<p>I can understand that life is a cycle.</p>	<p>To understand the importance of stranger danger.</p>	<p>To understand that there are many different forms of relationships and all of these are ok. To challenge the idea of a 'normal' family.</p>

<b>Term 5 Changes</b>	I can tell you how it feels to belong to a group and know it is important for everyone.	I can tell you how I would feel if a change I didn't want was imposed on me.	I know that what we feel and think affects the way we act or behave.	I can tell you why I behave as I do when I am finding a change difficult. I know where to seek help when things get too much.	I can sometimes understand why other people are behaving as they are when they are finding change difficult.	I know some ways of dealing with the feelings that sometimes arise from changes.
<b>Term 6 New beginnings</b>	I know how to make someone feel welcomed and valued at school.	To use a process to solve a problem.	To understand why we need to have different rules in different places.	To know what it feels like to be unwelcome.	I can predict how I am going to feel in a new situation or when meeting new people.	To understand my feelings recognising when I might need time to calm down.

<b>Year 5 Medium Term plans</b>						
<b>Term 1 Going for goals  Drugs: preventing early use</b>	I know the skills and attributes of an effective learner	I can set myself a goal or challenge	I can recognise and celebrate my own achievements <b>Covered in Science:</b> To understand the importance of sleep and how it can affect our bodies.	To explore a range of illegal drugs, their risks and effects	To consider the attitudes and beliefs about drug use and drug users	To explore and challenge attitudes about drug use To consider strategies to resist drug use
<b>Term 2 Getting on and falling out</b>	To accept, appreciate and understand different types of relationships (not just friendships.)	To know how to make a difficult situation better. I understand when a relationship can become toxic.	To know how to use my skills for solving problems peacefully and to help other people to resolve conflict.	I can recognise and understand the consequences of my anger. To understand the different forms of bullying and how to deal with them.	To accept responsibility for the choices I make.	I can recognise some of the qualities of good leadership. <b>Covered in Science:</b> To understand the importance of sleep and how it can affect our bodies.

<b>Term 3</b>  <b>Good to be me</b>  <b>SRE: Puberty</b>	I can feel positive even when things are going wrong	I know the difference between showing I'm proud and boasting	I can explain how I am feeling even if I have mixed feelings  To explore the ideas around a 'normal family'.	I can make a judgement about whether to take a risk  To explore the emotional and physical changes occurring in puberty	I can disagree with someone without falling out  To understand male and female puberty changes in more detail	To explore the impact of puberty on the body and the importance of physical hygiene  To explore ways to get support during puberty
<b>Term 4</b>  <b>Relationships</b>	I can find out about people who are important to me.  I understand the concept of stranger danger.	I can describe a time I was embarrassed including what it felt like.	I can use a problem-solving approach to sort out an embarrassing situation.	I know how to help someone who feels embarrassed.	I know how to make people feel good about themselves.	I can recognise and try to challenge stereotypes.
<b>Term 5</b>  <b>Changes</b>	I am aware of common responses to difficult changes.	I understand how it might feel when a change takes you away from familiar people and that all feelings are justified.	I know that sometimes there can be positive outcomes from changes that might have been unwelcome initially.	I describe some of my 'sore spots' and recognise that these can make us over react.  I know where to seek help when this happens.	I recognise that my behaviour is my responsibility.	I understand that people can respond differently to change and challenges.  I know who I can talk to about responses to change.
<b>Term 6</b>  <b>New beginnings</b>	To understand what things in school help us learn and play well together.	To understand our rights and responsibilities within the school.	I understand why we have rules and what I can do if I don't agree with them.	I know some strategies to cope with uncomfortable feelings.	I know that I am a valued member of the school.	I can explain how I go about solving problems and can give an example of when I have used this.

**Year 6 Medium Term plans**

<p><b>Term 1</b></p> <p><b>Going for goals</b></p> <p><b>Drugs: preventing early use</b></p>	<p>I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I know that it is up to me to get things done by taking the first step.</p>	<p>I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful.</p>	<p>I can recognise when I am using an excuse instead of finding a way around a problem. I know that it is up to me to get things done by taking the first step.</p>	<p>I can consider the consequences of possible solutions or reaching my goal on myself, others and on communities or groups.</p>	<p>To understand the effects, risks and laws relating to cannabis</p>	<p>LI To understand the risks of volatile substance abuse</p> <p>To be aware of the options of getting help advice and support</p>
<p><b>Term 2</b></p> <p><b>Getting on and falling out</b></p> <p><b>Drugs: Preventing early use</b></p>	<p>To understand the effects, risks and laws relating to cannabis</p>	<p>LI To understand the risks of volatile substance abuse</p> <p>LI To be aware of the options of getting help advice and support</p>	<p>When I am working with a group I can tell people if I agree or don't agree with them and why</p>	<p>I know that it is important in a conflict to talk about what someone has done or said, not the person themselves</p> <p><b>Covered in Science:</b> To learn the basics of first aid.</p>	<p>I am able to see a situation from another person's perspective</p>	<p>I know how my behaviour is linked to my thoughts and feelings.</p>
<p><b>Term 3</b></p> <p><b>Good to be me</b></p> <p><b>SRE: Beauty, relationships and reproduction</b></p>	<p>I can recognise when I am feeling worried how to deal with it. I know who I can talk to and where to get help if my feelings overwhelm me.</p>	<p>I can stand up for what I think after listening and making my own choice</p>	<p>I can behave in an assertive way using appropriate body language and tone of voice.</p>	<p>I can recognise when I am beginning to be overwhelmed by my feelings and know who I can talk to and where to get help.</p>	<p>SRE: Beauty, relationships and reproduction</p> <p>To understand that there are many different forms of relationship.</p>	<p>To understand how to deal with toxic relationships.</p>

<p><b>Term 4</b> <b>Relationships</b></p>	<p>I can tell you about the people who are important to me.</p> <p>I understand the concept of stranger danger.</p>	<p>I know some of the feelings people have when someone close dies or leaves. I can use some strategies to manage these feelings. I understand that different people show their feelings in different ways. I understand that there is not just one way to grieve.</p>	<p>I can use some strategies to manage feelings associated with loss.</p>	<p>I can help support someone who is unhappy because they have lost someone or someone. I can tell when I am hiding a feeling and then choose to share it with someone.</p>	<p>I can break friends with someone without hurting their feelings. I understand when breaking friends might be the best thing to do.</p>	<p>I can think about when to forgive someone. I can forgive someone.</p>
<p><b>Term 5</b> <b>Changes</b></p>	<p>To know that it is natural to be wary of change and can tell you why</p>	<p>To know that all feelings including uncomfortable ones have a purpose and will give us information</p>	<p>I have some strategies for managing the feelings that I might experience when I change schools</p>	<p>I understand why I behave the way I do sometimes when I feel uncomfortable.</p>	<p>I try to understand other people's behaviours by thinking about what they might be feelings or thinking</p>	<p>I can tell you some of hr good things about me that my classmates like and value</p>
<p><b>Term 6</b> <b>New beginnings</b></p>	<p>I work well in a group and can tell you what helps my group to work well together.</p> <p>I understand my rights and responsibilities in the school.</p>	<p>I know some of the things that help us in school to learn and play well together.</p> <p>I understand the need for rules in society and why we have the rules we do in school.</p>	<p>If I don't agree with something in school I know how to go about trying to change things.</p>	<p>I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p>	<p>I understand how it feels to do or start something new, and why.</p>	<p>I know some of the things that help us in school to learn and play well together.</p>