

# Personal, Social, Health and Economic Education (PSHE) Policy



Reviewed March 2025

## 1. School ethos/ rationale

Personal, Social, Health and Economic Education is a distinct curriculum subject and has both statutory and non-statutory elements as defined by the DfE. High quality PSHE education supports pupils' personal, social, health and economic development, helps to give them the knowledge, skills, strategies and attributes to make informed choices and decisions about the different opportunities and challenges life presents. Pupils will learn about relationships, health and wellbeing, keeping safe, managing their off and online lives, living in the wider world and financial education at an age appropriate level. Providing a high quality PSHE curriculum gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment.

## 2. The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
- Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils

- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

### **3. Legal Requirements**

At George Grenville Academy, we teach the statutory parts of PSHE – Relationships education (please see our Relationships Education Policy) and Health Education through our PSHE curriculum. We also teach non-statutory Sex Education as part of PHSE provision (please see our Sex Education policy.)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE

[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](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)

Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe/personal-social-health-and-economic-pshe-education>

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Sex Education policy.

### **4. The curriculum**

#### **Intent**

#### ***Why do we teach it?***

At George Grenville Academy (GGA), our Personal, Social, Health and Economic Education (PSHE) curriculum enables children to become healthy, responsible, independent members of 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.

Through our PSHE curriculum, we provide children with opportunities to learn about rights and responsibilities, and appreciate what it means to be a member of a diverse society – encouraging

children to explore, and respect, values held by different cultures and groups within our local community, and promote the positive attitudes. At GGA, we encourage children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Across the PSHE curriculum, and through other subject areas too, we aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, whilst focusing on our school values too (respect, teamwork, confidence, integrity, aspiration and perseverance), and we support children in forming and maintaining worthwhile positive relationships. We enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health.

At GGA, we aim to equip children with the information, skills and values to understand, and cope with the physical and emotional changes that happen during puberty – the information provided is relevant and appropriate to the age and maturity of pupils.

At GGA, we aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotionally mature human beings.

## **Implementation**

### ***What, where and when is PSHE taught?***

#### ***What***

At George Grenville Academy, statutory Relationships Education and Health Education are taught as part of a structured PSHE curriculum. We also teach Economic Education and relevant themes to support our pupils to manage their lives both now and in the future.

At George Grenville Academy, we use the PSHE Association's scheme of work for the planning and delivery of PSHE. It is split into three key themes: Health and Wellbeing, Relationships and Living in the Wider World. Topics are revisited across year groups, and understanding is deepened. This allows for progression and retention of key skills and knowledge, and also the introduction of some concepts at an age-appropriate point.

The programme of study is adapted to suit the needs of our community to provide a relevant and age appropriate curriculum. This is a question-based approach, beginning in Key Stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question. We also use other resources to supplement this curriculum from NSPCC, National Online Safety and Medway as part of our provision. We provide a spiral curriculum to ensure pupils are taught key aspects of PHSE at a relevant and age appropriate level and in line with their continuing personal, social and emotional development.

## **Relationships Education**

Our PSHE curriculum covers statutory Relationships Education (please see Relationships policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships,

family relationships, and relationships with other children and adults. By the end of primary school, pupils will have been taught content on:

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

Pupils will be taught Relationships Education from year 1 at an age appropriate level. Further details on what we are required to teach can be found in appendix 3 (DfE Relationships outcomes) **Sex**

### **Education**

As part of our PSHE provision, we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child. Please see our sex education policy for more details.

### **Health Education**

We deliver statutory Health education through our PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. DfE outcomes for Health Education can be found in appendix 4.

By the end of primary school, pupils will have been taught content on:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body\*

\*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils.

### **Vocabulary**

We teach the correct scientific names of all body parts from year 1 onwards. The words for genitalia are building blocks for understanding the difference between boys and girls, learning about normal bodily functions and hygiene, puberty, and later, about sexual health. It is also vital for learning

about physical boundaries and privacy, about what kind of physical contact is acceptable and unacceptable. This is taught in a matter of fact and simple way. A list of key vocabulary can be found in appendix 6. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

## **Living in the wider world/Economic Education**

Our PSHE curriculum covers Economic Education and Living in the Wider World. Pupils will learn about managing money, saving and enterprise skills, being an active member of a community, careers education, internet safety and climate change. See Appendix 6 for overview of Economic Education.

### **When / How?**

At George Grenville Academy, PSHE is a taught subject. PSHE is timetabled once a week and delivered by class teachers. The PSHE curriculum has been designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate education to support them in their lives now and in the future. PSHE is taught in units and the themes are available to view on the school website.

### Managing difficult Questions and confidentiality

In PSHE, pupils learn about personal safety and the law. Should a pupil make a disclosure to a member of staff, this will be reported to a designated safeguarding lead and followed up in accordance with our disclosure procedures. Please see our safeguarding policy on the school website for further information.

All aspects of PSHE are underpinned by shared and understood G.R.O.U.N.D. rules (see appendix 2) with lessons being delivered in a safe and well managed environment. To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know, and what they would like to learn. Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

### **How delivery and content will be made accessible to all pupils including SEND**

In that majority of cases, lessons and resources will be adapted by the class teacher to meet the individual needs of the class. Where there are more significant access barriers, lessons and materials will be adapted by the class teacher, with advice from the school's special educational needs and disability coordinator and other outside professionals, whilst taking guidance from the SEND Code of Practice. The PSHE Educational Planning Framework for Pupils with SEND is used to support any adaptations that are needed. This framework breaks down each area of learning into 6 progressive stages, starting with the first stage, 'Encountering', through to the final stage, 'Enhancement'. Each stage builds on the one before, assumes that the pupil has met the previous stage's outcomes. The framework is used to support pupils with SEND by:

- Using the strand in the planning framework that best matches the Programme of Study topic which is being taught to the rest of the class.
- Using the learning outcomes in the planning framework to support targets and identified areas of need in a pupil's Education, Health and Care plan (EHC).
- Using the learning outcomes in the planning framework to support a pupil's individual targets

### **Impact**

The impact of a high quality PSHE education is vital in supporting GGA pupils to thrive. It forms the preparation for adult life; enabling children to understand and face challenges, complexities and questions that arise in our day to day lives, in a diverse world.

At GGA, we recognise and celebrate the importance of a child's voice and their individual experiences. Pupil voice and lessons recorded in the floor books, form the basis of measuring the impact of our teaching. Some of the skills that the children develop will include:

- Positive and constructive communication, with highly developed oracy skills
- An understanding of our diverse and complex world, and an empathy and respect for the rights of all individuals
- Resilience and self-regulation, whilst having a keen understanding of their own health and wellbeing, especially supporting their mental and emotional development
- Risk management and balanced decision making, within the context of a changing, challenging, developing world
- An understanding of their universal rights, and these rights can, and should, be protected
- Taking responsibility for their actions and understand the implications and consequences of their own decisions
- Preparation for the next steps of their lives.

In addition to these skills, pupils will be able to:

- Explore and embed new knowledge that can be used confidently in real life situations
- Form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
- Know how and when to ask for help and where to access support
- Recognise the risks they may encounter both on and off line and are able to make safe choices
- Have the knowledge, skills and attributes to live healthy, happy lives
- Understand and respect differences between themselves and others

Each of these skills is transferable to all other areas of the curriculum, and will help children to understand these areas in new ways. In addition, they form the basis of a child's wider development and experience, whilst having the toolkits to support them in their everyday lives. The ability to recognise and develop good relationships, the reinforcement of positive mental and physical health, understanding how their body will change and grow, the development of respect and tolerance for all, an understanding of society and the role of the individual in a community are all skills that will equip our children for life.

## **5. Roles and Responsibilities**

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject.

Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

## **6. Working with outside agencies and visiting professionals**

The PSHE curriculum will be led by the PSHE lead and will be taught by class teachers and teaching assistants as appropriate. If we use the services of external contributors (for example the school nursing team) the school will ensure that they have a clear knowledge of the schools' PSHE programme of study and understands the objectives of the session and the aims and outcomes of the learning.

## **7. Monitoring, evaluation and training**

- PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed annually.

- To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

## **8. Working with parents**

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy, Relationships policy and Sex education policy. Appendix 1 shows what is being taught by year group.

We have an open-door policy for any parents/ carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through information evenings and working parties to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Our PSHE policy and PSHE curriculum overview can be found on the school website. We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education . The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

### **Useful information for parents**

There is a designated area on the school website where parents/carers can be signposted to trusted external websites eg ParentZone, NSPCC, ThinkUKnow. The DfE parent guide is also published on the school website. <https://www.georgegreville.co.uk/pshe-curriculum.html>

## **9. Linked policies**

Child Protection Policy

Anti-Bullying Policy

Relationships Education Policy

Sex Education Policy

## **10. Policy development**

This policy has been consulted on with pupils, staff, parents and governors through pupil voice meetings with school council and Year 6, staff meetings, small group consultation and information



evenings. Guidance from the PSHE advisor for Buckinghamshire County Council has also been sought.

## Appendix 1 - PSHE Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	



## Appendix 2

### Ground rules for PSHE lessons

AT George Grenville Academy, G.R.O.U.N.D. rules are used to help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules, school values and the school's behaviour policy. Pupils and teachers re-visit them at the start of every lesson, add any extra rules if needed as a class and apply them in all discussion and group activities.

G = **G**iggling is okay but laughing at others is not.

R = **R**espect what each other has to say.

O = **O**ption to pass if something feels too private.

U = **U**se the dictionary words for our bodies.

N = **N**o question is a silly question.

D = **D**on't tell personal stories about anyone.

## Appendix 3

### Relationships – primary - DEF information from statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education/relationships-education-primary>

#### By the end of primary:

##### **Families and people who care for me** Pupils

should know:

- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

##### **Caring friendships** Pupils

should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

##### **Respectful relationships**

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships** Pupils

should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## Appendix 4

### Health Education – primary - DEF information from statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

#### **Mental wellbeing** Pupils

should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- 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
- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- 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)
- 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

#### **Internet safety and harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- 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
- 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
- why social media, some computer games and online gaming, for example, are age restricted
- 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
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

### **Physical health and fitness**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- 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
- 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

### **Healthy eating** Pupils

should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- 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)

### **Drugs, alcohol and tobacco**

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention** Pupils

should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

### **Basic first aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

### **Changing adolescent body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle



## Appendix 5

### Overview of Economic Education

<b>Year 1 - What can we do with money?</b>
<i>What money is (different forms of money); how money is obtained, making choices about money; difference between needs and wants</i>
<b>Year 1 - How can we look after each other and the world?</b>
<i>How behaviour can affect others; the responsibilities they have in and out of the classroom; how people, animals and the environment need to be cared for; how people and their needs grow and change; how to manage change when moving to a new class/year group</i>
<b>Year 2 - What jobs do people do?</b>
<i>People and a range of jobs; how people's interests can influence jobs, earning money; the use of internet in people's jobs</i>
<b>Year 3 - What makes a community?</b>
<i>Community: belonging to groups; similarities and differences; diversity and inclusion in communities, respect for others</i>
<b>Year 4 - How can our choices make a difference to others and the environment?</b>
<i>Caring for others and the environment and animals; shared responsibilities; making choices and decisions that affect others and the environment, how to show care and concern for others (people and animals)</i>
<b>Year 5 - What decisions can people make with money?</b>
<i>Money: making decisions, keeping track of spending and saving, different methods of payment, exploring 'value for money' and risks associated with money</i>
<b>Year 5 - What jobs would we like?</b>
<i>Careers; aspirations; role models; the future (what might influence their decisions), skills, attributes, qualifications and training needed for different jobs, job pathways, challenging stereotypes</i>
<b>Year 6 - How can the media influence people?</b>
<i>Media literacy and digital resilience – evaluating online content and media; influences and decision making – debate and consider different viewpoints; online safety- reporting concerns and identifying risk, the legal considerations and how it can affect wellbeing.</i>

## Appendix 6

### Key Vocabulary

The following gives definitions that are suitable and recommended to use with younger pupils at Key Stage one by **Medway Primary PSHE Association** and **The PSHE Association**;

Vocabulary Used from KS1	Vocabulary Used in Upper KS2 (Year 5 - Year 6)
<p><b><u>Female genitalia (parts that determine sex)</u></b>  <b>Vulva:</b> The area between the legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them  <b>Vagina:</b> The small opening between the legs — a small tube from the outside to the inside of the body  <b>Urethra:</b> The tiny opening near the vagina of a tiny tube through which urine ‘wee’ leaves the body  <b><u>Male genitalia (sex parts)</u></b>  <b>Penis:</b> The spongy tissue that dangles between the legs. Boys urinate ‘wee’ through a tube in their penis (the urethra)  <b>Testicles:</b> Two plum-shaped ‘balls’ in a squashy bag (the scrotum) behind the penis.  <b>Urethra:</b> The tube in the penis which urine ‘wee’ leaves the body  <b><u>Other Vocabulary</u></b>  <b>Anus:</b> the opening through which faeces (poo) leaves the body.</p>	<p><b><u>Female external genitalia and internal female reproductive organs</u></b>  <b>Cervix:</b> the small opening in the lower part of the uterus. It connects the uterus to the top of the vagina. This opening stretches wide when it’s time for a baby to be born.  <b>Fallopian tubes:</b> the passageways through which an egg travels on its way to the uterus.  <b>Labia:</b> the folds of soft skin that covers the vulva.  <b>Ovary:</b> there are two ovaries: one on each side of the uterus. The ovaries contain eggs. <b>Uterus:</b> made of strong muscle and hollow inside, it’s the size and shape of an upside-down pear and is connected to both the fallopian tubes and the inside of the vagina. This is where a baby grows until it’s ready to be born.  <b><u>Male genitalia</u></b>  <b>Scrotum:</b> The skin sack that hangs under the penis and contains the testicles.  <b><u>Other Vocabulary</u></b>  <b>Pubic hair:</b> the hair that grows above and around the genitals in young people and adults: it starts to grow during puberty.            Urethra</p>

When talking about the male and female genitalia, the school also highlights the NSPCC underwear rule. (<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>) This will not be taught in-depth in lessons regarding body parts, it will be covered in separate lessons on keeping safe.