



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary PSHE including Relationships, Sex and Health Education (RSHE)

Harlescott Education Centre

Reviewed:	September 2023
Next Review:	September 2024
Responsibility:	Ashley Francis

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Appendix 1:

Harlescott Education Centre (TMBSS) Relationships, Sex and Health Education Programme of Study 2023 - 2024

1. Aims

The aims of 'PSHE, including Relationships, Sex and Health Education' at our school are to:

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

2. Statutory requirements

As an Alternative Primary Provision, we must provide 'Relationships Education' to all students as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education as a stand-alone subject but we do need to teach the elements of sex education contained in the primary science curriculum (2014).

In teaching 'PSHE, including Relationships, Sex and Health Education' we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and the Equality Act 2010.

At Harlescott Education Centre (TMBSS) we teach 'PSHE, including Relationships, Sex and Health Education' as set out in this policy.

We have based our school's 'PSHE, including Relationships, Sex and Health Education' (RSHE) policy on the DfE statutory guidance (September 2019). We refer to the programme as 'PSHE, including Relationships, Sex and Health Education' as we place the emphasis on relationships and supporting students understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of loving relationships, respect, love and care. The e-safety element of the 'PSHE, including Relationships, Sex and Health Education' policy is in line with the DfE guidance (June 2019) 'Teaching online safety in school'.

In teaching RSHE we ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect. Sexual orientation and gender reassignment are amongst the protected characteristics of the Equality Act 2010.

3. Policy development

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

1. **Review** – a member of primary staff pulled together all relevant information including relevant national and local guidance.

2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and carers were given the opportunity to look at the policy and make recommendations.
4. **Pupil consultation** – we investigated what exactly students want from their 'PSHE, including Relationships, Sex and Health Education' through our Student Forum.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

4. Definition

'PSHE, including Relationships, Sex and Health Education' is about promoting the emotional, social and cultural development of students, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Through carefully planned teaching we endeavour to provide a combination of sharing information, and exploring issues and values.

In planning and presenting our 'PSHE, including Relationships, Sex and Health Education' programme we provide an opportunity for students to express themselves within a trusted and safe environment. Central to the programme is the development of students' self-esteem and their regard for safety. If young people feel positive and good about themselves and aware of how to keep themselves safe, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Peer-on-Peer Abuse and Equality. The Primary 'PSHE, including Relationships, Sex and Health Education' programme of study has been written with the support of the Shropshire Public Health Curriculum Advisor to ensure the needs of the primary aged students at TMBSS have been carefully considered.

5. Curriculum

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Relationships, Sex and Health Education must be accessible for **all** students. The DFE dictate that this is particularly important when planning teaching for students with special educational needs and disabilities. We aim to provide high quality teaching that is differentiated and personalised as the starting point to ensure accessibility for all.

We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We acknowledge that Relationships, Sex and Health Education can also be particularly important subjects for some students; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors have been taken into consideration in designing and teaching these subjects. Our key priority has been to tailor the content and teaching to meet the specific needs of our students at different developmental stages; we have ensured our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

‘PSHE, including Relationships, Sex and Health Education’ is taught as a stand alone subject but is also integrated within the wider school curriculum; it complements and overlaps with the general ethos and life of the school.

In planning and presenting our ‘PSHE, including Relationships, Sex and Health Education’ programme we provide the opportunity for students to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

6. Delivery

TMBSS Primary PSHE/RSE Offer

The ‘Tuition, Medical and Behaviour Support Service’ (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. The Sixth Day Provision Model is full-time and these placements are 13 weeks in length. Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced PSHE/RSE curriculum although it is not covered in the same depth as it would for a student accessing fulltime mainstream/specialist education.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Students will access at least 1 weekly session of PSHE/RSE regardless of which Model they access.

Once Sixth Day Provision students are on a short integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day RE is taught.

The main delivery of 'PSHE, including Relationships, Sex and Health Education' is through thirteen teaching sessions as detailed in the Programme of Study. Some aspects are also taught through other subject areas such as Science and PE. The programme is taught by primary practitioners whom the children already know and have a relationship with. The sessions will be taught in mixed gender groups based on the students learning and developmental need.

Due to the transient nature of our students we are unable to deliver a full curriculum to all students. We do however use elements of the Shropshire 'Respect Yourself: Eat Better, Move More', RSE programme which many Shropshire schools use therefore consistency and continuity is maintained for the students also accessing mainstream schooling as part of their primary education. This programme teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach.

In addition to this through science lessons in Key Stage 1 the children are taught about how humans change and grow. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. For this aspect, we follow the guidance material in the National Curriculum for science (2014).

The '**Relationships**' element of the programme focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The '**Physical Health and Mental Well Being**' element of the programme covers the following:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid

There are three additional sessions that cover Lesbian, Gay, bisexual and Transgender (LGBT) in February to coincide with LGBT+ History Month, Economics and Democracy in line with the DfEE statutory guidance (September 2019).

E-safety is also taught as a separate Computing unit in line with DfEE guidance (June 2019) 'Teaching online safety in school' as well as opportunities for weekly discussion during assemblies.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Executive Head of Service and Head of Primary

The Executive Head of Service and Head of Primary are responsible for ensuring that 'PSHE, including Relationships, Sex and Health Education' is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering 'PSHE, including Relationships, Sex and Health Education' in a sensitive way
- Modelling positive attitudes to 'PSHE, including Relationships, Sex and Health Education'
- Monitoring progress
- Responding to the needs of individual students

Staff do not have the right to opt out of teaching 'PSHE, including Relationships, Sex and Health Education'. Staff who have concerns about teaching 'PSHE, including Relationships, Sex and Health Education' are encouraged to discuss this with the Head of Service.

7.4 Students

Students are expected to engage fully in 'PSHE, including Relationships, Sex and Health Education' and, when discussing issues related to 'Relationships, Sex and Health Education', treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from 'PSHE, including Relationships, Sex and Health Education'. The policy and programme of study is shared with all parents when a pupil begins their placement at TMBSS Primary.

9. Training and monitoring arrangements

Staff are trained on the delivery of 'PSHE, including Relationships, Sex and Health Education' as part of their induction and access to additional training is available through Shropshire Council's continuing professional development calendar.

The Head of Primary and subject lead will also invite visitors from outside the school to provide support and training to staff teaching 'PSHE, including Relationships, Sex and Health Education'.

The delivery of 'PSHE, including Relationships, Sex and Health Education' is monitored by:

- Planning scrutinies and learning walks

Students' development in 'PSHE, including Relationships, Sex and Health Education' is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the subject lead. At every review, the policy will be approved by the governing body.

**PSHE including 'Relationships, Sex and Health Education' Programme of Study 2023 - 2024
Harlescott Education Centre TMBSS**

Subject: Primary PSHE including 'Relationships, Sex and Health Education'

The 13 session headings are felt to be the most important for our pupils at Harlescott Education Centre.

Session	LEARNING OBJECTIVE <i>(linked to 2019 statutory guidance).</i>	TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES • Children will:	RESOURCES
<p>September</p> <p>Session 1</p> <p>'Create a Character' activity session.</p>	<p>To create a character who can be used as a basis for Relationships and Health Education.</p> <p>To 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.</p>	<p>Using the names 'Boz' (female) and 'Baz' (male) create character profiles.</p> <p>Go around the class asking each child for one fact about the character such as family background, likes and dislikes, what they are good at etc. These characters will be used as the foci in question and answer sessions throughout the programme.</p>	<ul style="list-style-type: none"> • Create a fictional group character to discuss their feelings without having to disclose anything about themselves. 	<p>Creating a Character Guidance P20 from the Respect Yourself file</p>

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Session	LEARNING OBJECTIVE <i>(linked to 2019 statutory guidance).</i>	TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>September</p> <p>Session 2</p> <p>Prepare to be different.</p> <p>RSHE (RSE) 2019 Link:</p>	<p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know that the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions around friendships. .</i></p> <p>Friendship P354/355 from the 'Respect Yourself' File.</p> <ul style="list-style-type: none"> • What makes a good friend? http://www.bbc.co.uk/education/clips/zs8c87h • What is meant by the term 'best friend'? • What is a girlfriend or boyfriend? • Use 'My Friends are Sometimes' and 'What Friends Do' (P356/357) as starting points for discussion. 	<ul style="list-style-type: none"> • Children will: • To recognise the qualities of a good friend. • To develop skills and confidence to be themselves 	<p>'The Boy in the Dress' or 'Bill's New Frock'</p> <p>SENSE DVD KS1 Enjoy and Achieves</p> <p>Section 1 Being Yourself</p> <p>Section 2 Being different</p> <p>Section 3 Friendship</p>

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<p>Caring Friendships</p>	<p>To know 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.</p> <p>To know 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.</p>	<ul style="list-style-type: none"> • Shopping list of 3 qualities of a good friend. • Watch SENSE DVD 		
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Basic First Aid to take place this half-term.

<p>November</p> <p>Session 3</p> <p>E-safety.</p> <p>RSHE (RSE) 2019 Link: Online Relationships</p> <p>Internet Safety and Harms</p>	<p>To know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To know 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.</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions around E-safety.</i></p> <p>Use the activities from the websites listed in resources to explore:</p> <ul style="list-style-type: none"> • How to have fun. • How to stay in control. • Know who to talk to. • How to report something. • Top tips for staying safe online. • Design E-safety posters for display in Centre. 	<ul style="list-style-type: none"> • Understand that the internet can be fun if used sensibly. • Understand what a 'trusted person' to communicate with means. • Understand how to report something. • Learn the top tips for staying safe online. 	<p>Lower RSE Group:</p> <p>https://www.thinkuknow.co.uk/5_7/</p> <p>Digiduck's Big Decision</p> <p>http://www.childnet.com/ufiles/DigiDuck-eBook.pdf</p> <p>Upper RSE Group:</p> <p>https://www.thinkuknow.co.uk/8_10/</p> <p>https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/</p> <p>http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter1 Five short safety online.</p>
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	<p>and contact, and how to report them.</p> <p>To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>To know that information and data is shared and used online.</p>			<p>cartoons with real children (smart crew) giving advice to the characters.</p> <p>http://www.childnet.com/ Lots of information on here</p>
<p>November</p> <p>Session 4</p> <p>Safer Stranger.</p>	<p>To understand how to keep themselves safe in public.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts,</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions around stranger danger.</i></p>	<ul style="list-style-type: none"> • Understand what to do when they get lost in public. • Understand the 	<p>What to teach the kids:</p> <p>http://www.ncpc.org/topics/violent-crime-and-personal-safety/strangers</p>

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<p>Safer Buildings.</p> <p>RSHE (RSE) 2019 Link:</p> <p>Being Safe</p>	<p>including online) whom they do not know.</p> <p>To know where to get advice e.g. family, school and/or other sources.</p>	<ul style="list-style-type: none"> Use the idea of Safer strangers, safer buildings: http://www.childseyemedia.com/safety-code.pdf Watch the clip 'Teigan Gets Lost' http://www.childseyemedia.com/safety.html 	<p>terms safer stranger and safer building.</p> <ul style="list-style-type: none"> Understand what to do if approached by someone they don't know. 	
<p>December</p> <p>Session 5</p> <p>Growing up.</p>	<p>KS1 To identify and recognise how we have changed from a baby.</p>	<p>Lower RSE Group:</p> <p>Amazing Me P270/271 and I Can Do P28/283 from the 'Respect Yourself' File.</p> <ul style="list-style-type: none"> Me as a baby activities examining photos and identifying skills. 	<ul style="list-style-type: none"> Understand there are differences between boys and girls. Recognise and 	<p>Respect Yourself file</p> <p>https://www.healthforkids.co.uk/staying-healthy/as-i-grow/</p>

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<p>RSHE (RSE) 2019 Link:</p> <p>Changing Adolescent Body</p>		<ul style="list-style-type: none"> • Draw around a child and label the body parts. • 'What I Can Do' worksheet P287. • Cut and order pictures of people at different stages of life activity P288/289. • One thing I am proud of and one difference in my body since reception. <p>Upper RSE Group:</p> <p>Growing Up P294/295.</p> <ul style="list-style-type: none"> • Complete 'When I Grow Up' worksheet P301. • Will everything change or will some things stay the same? 	<p>respect differences.</p> <ul style="list-style-type: none"> • Compare and contrast themselves with others. • Recognise physical and emotional changes. 	<p>One to one session if required:</p> <p>http://www.bbc.co.uk/education/clips/z3vw82p Nitty Gritty video cartoons if we had to address puberty with individual/pair. Not really for a group more of an address an issue.</p> <p>What changes can't we control? Use 'Sort The Changes' sheet as a basis for discussion.</p>
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	<p>KS2 To recognise physical and emotional changes.</p> <p>To know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>To know about menstrual wellbeing including the key facts about the menstrual cycle.</p>			
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Fire Safety Visit and NSPCC visit to take place this half term.

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<p>January</p> <p>Session 6</p> <p>Families.</p> <p>RSHE (RSE) 2019 Link:</p> <p>Families and People Who Care For Me</p>	<p>To know that families are important for children growing up because they can give love, security and stability.</p> <p>To know the characteristics a healthy family life.</p> <p>To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> <p>To know that marriage represents a formal and legally recognised commitment of two</p>	<p><i>Refer to 'Boz' and 'Baz' characters and create their families.</i></p> <ul style="list-style-type: none"> Who do you think Boz and Baz live with? Create a family for them. Children may use the terms divorced, died, foster care etc. Refer to the 'I Belong in my Home' from P10/11 of http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf Here is some information about 'My Family' - refer to teacher prepared information using format from P22/23. Watch musical piece - things you can do at home to make you feel good. http://www.bbc.co.uk/education/clips/zdxqxn 	<ul style="list-style-type: none"> Know that families give love and security. Know some of the key features of a healthy family life. Know that other families may be different but should be treated equally. Know that marriage is 	<p>P10/11 and P 22/23 from http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit7.pdf</p>
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	<p>people to each other, which is intended to be lifelong.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>		<p>a legal contract.</p> <ul style="list-style-type: none"> • Know how to seek help when a family relationship feels unsafe. 	
<p>Session 7</p> <p>Hygiene.</p>	<p>To recognise the importance of hygiene.</p> <p>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions.</i></p> <p>Lower RSE Group:</p> <p>P352/353 - The Importance of Hygiene from the 'Respect Yourself' file.</p> <ul style="list-style-type: none"> • Define clean and hygienic. 	<ul style="list-style-type: none"> • To develop skills and confidence to take responsibility for themselves • To consider how their actions 	<p>Respect Yourself file</p> <p>SENSE DVD KS1 Being Healthy</p> <p>Section 2 Hygiene</p> <p>Section 3 Keeping Clean</p>

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<p>RSHE (RSE) 2019 Link:</p> <p>Changing Adolescent Body</p> <p>Health and Prevention</p>	<p>To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>To know the facts and science relating to immunisation and vaccination</p>	<ul style="list-style-type: none"> Identify activities they do to keep clean and hygienic. Identify any times in the day or life when you need to take extra care of your cleanliness and hygiene. Model washing hands. Watch SENSE DVD KS1 Being Healthy Section 2 Hygiene Section 3 Keeping Clean <p>Upper RSE Group:</p> <ul style="list-style-type: none"> As above Watch SENSE DVD KS2 Being Healthy Section 2 Hygiene 	<p>affect themselves and others.</p>	<p>SENSE DVD KS2 Being Healthy Section 2 Hygiene</p> <p>https://www.bing.com/videos/search?q=ks1+hygiene+video&qpv=ks1+hygiene+video&view=detail&mid=D34B28AF10DF7E5BFA62D34B28AF10DF7E5BFA62&FORM=VRD GAR</p> <p>https://www.bing.com/videos/search?q=ks1+hygiene+video&qpv=ks1+hygiene+video&view=detail&mid=1595D3D49FE88DE8754A1595D3D49FE88DE8754A&FORM=VRD GAR Cartoon how to wash hands thoroughly</p>
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		Looking After My Teeth - Respect Yourself file P 84 - 92.		
Road safety to take place this half term.				
<p>February</p> <p>Session 8</p> <p>Links in with LGBT+ History Month</p> <p>LGBT</p> <p>RSHE (RSE) 2019 Link: Equality</p>	All pupils understand the importance of equality and respect	<ul style="list-style-type: none"> • What is LGBT+? • We are all different • Different families • Tolerance and respect • Learn about different artists and what messages they told through their work • Celebrate diversity in our school and community • Listen and learn from people who have a different lifestyle from yours. 	<ul style="list-style-type: none"> • Learn what LGBTQ+ stands for. • Understand what LGBT+ History Month is and how it is celebrated • Think about how 	<p>All About LGBT+ History Month and Twinkl Powerpoint</p> <p>https://www.rainbowflagaward.co.uk/lgbt-history-month/</p>

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<p>Equality Act 2010</p>		<ul style="list-style-type: none"> • Speak to a trusted adult if you see someone being treated unfairly. 	<p>we can show tolerance and respect.</p>	
<p>March</p> <p>Session 9</p> <p>Sleep.</p> <p>RSHE (RSE) 2019 Link:</p>	<p>To learn about the importance of good sleep.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions.</i></p> <p>REFER to PSHE resources 'The Sleep Factor' - Teachers Guidance and KS2 Lesson Plan.</p> <ul style="list-style-type: none"> • Look at a picture of a person who looks to be getting a good night's sleep and draw out what could be helping or hindering them. • Discuss 'facts' related to sleep (referring to posters from the KS2 resources pack). 	<ul style="list-style-type: none"> • Explain why sleep is important for a healthy lifestyle • Describe bedtime routines that help improve sleep • Identify how sleep patterns and needs 	<p>REFER to PSHE resources 'The Sleep Factor' - Teachers Guidance and KS2 Lesson Plan.</p> <p>Website 'Sleep for Kids - teaching children the importance of sleep':</p> <p>http://sleepforkids.org/html/cant.html</p> <p>Why do we need sleep YouTube clip:</p> <p>https://www.youtube.com/watch?v= aAm aCeq9v4</p>

**PSHE including 'Relationships, Sex and Health Education' Programme of Study 2023 - 2024
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<p>Mental wellbeing</p>		<ul style="list-style-type: none"> • Discuss activities which might make going to sleep more difficult and suggest solutions. • Discuss ideas for a healthy bedtime routine. 	<p>might change during Puberty (Higher RSE group)</p>	<p>https://www.healthforkids.co.uk/staying-healthy/sleep/</p>
<p>The role of the Police Force in our local community</p>				
<p>April</p> <p>Session 10</p> <p>Sun safety.</p> <p>RSHE (RSE)</p> <p>2019 Link:</p> <p>Health and Prevention</p>	<p>To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p><i>Refer to 'Boz' and 'Baz' characters when questioning the children about appropriate and inappropriate actions/decisions around sun safety.</i></p> <p>Use the activities from the websites listed in resources to explore:</p> <ul style="list-style-type: none"> • What are burns? • What is the difference between sunburned and suntanned? Which is best? • Discuss danger of sunburn. • Wrap! Splat! Hat! Idea to help them remember how to protect themselves from the sun. 	<ul style="list-style-type: none"> • To learn about the dangers of the sun. • To learn about the hottest part of the day. • To learn about the various steps to sun protection. 	<p>http://www.nationalschoolpartnership.com/pdfs/SunAwarenessWeekResources.pdf</p> <p>http://www.sunsafeschools.co.uk/ This is a register and get resources, it's an accreditation thing.</p> <p>http://www.nhs.uk/Livewell/skin/Pages/Sunsafe.aspx#safety</p>

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		<ul style="list-style-type: none"> • Whose job is sun protection? • Sun protection lesson. 	<ul style="list-style-type: none"> • To recognise whose responsibility it is to keep sun protected. 	<p>Useful, clear information for adults</p> <p>https://www.youtube.com/watch?v=YzYHwzSE1VY Slip Slop Slap 30 secs video</p> <p>https://www.youtube.com/watch?v=KdsciC4y7Nk 5 things to do before going out in sun - could create posters for this</p> <p>https://www.youtube.com/watch?v=T7ghJsZug60</p>
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<p>May</p> <p>Session 11</p> <p>Drugs, Alcohol and Tobacco</p> <p>RSHE (RSE) 2019 Link:</p> <p>Drugs, Alcohol and Tobacco</p>	<p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>The subject areas covered to include:</p> <ul style="list-style-type: none"> • <i>Staying healthy (not partaking in use of drugs, tobacco or alcohol)</i> • <i>Rules and risks</i> • <i>Smoking</i> • <i>The effects of alcohol</i> • <i>Legal and illegal drugs</i> • <i>Peer pressure</i> • <i>How to access help, advice and support</i> 	<ul style="list-style-type: none"> • Know the difference between legal and illegal drugs. • Know the risks associated with smoking, drug taking and alcohol. 	<p>https://www.healthforkids.co.uk/staying-healthy/alcohol/</p> <p>https://www.healthforkids.co.uk/staying-healthy/avoiding-smoking/</p> <p>http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf</p> <p>Lesson plans with ideas and resources.</p> <p>https://www.twinkl.co.uk/resources/health-and-wellbeing-pshce-subjects-key-stage-1/healthy-living/substances</p> <p>Smoking focus.</p>
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<p style="text-align: center;">June</p> <p style="text-align: center;">Session 12</p> <p style="text-align: center;">Economics</p> <p>RSHE (RSE) 2019 Link:</p>	<p>Where does money come from and how can it be used?</p>	<ul style="list-style-type: none"> • That there is a broad range of different jobs/careers that people can have • That people may choose to do voluntary work which is unpaid • The different ways to pay for things and the choices people have about this • To recognise that people make spending decisions based on priorities, needs and wants 	<ul style="list-style-type: none"> • Where money comes from and how it can be used. • How we spend money, • Why people might need to borrow money 	<p>Where does money come from? Twinkl PP</p> <p>Spending decisions scenario cards Twinkl</p> <p>https://www.youtube.com/c/royalvoluntaryservice</p>
<p style="text-align: center;">July</p> <p style="text-align: center;">Session 13</p> <p style="text-align: center;">Democracy</p> <p>RSHE (RSE) 2019 Link:</p>	<p>What is a democracy?</p> <p>Do we get to decide on the rules?</p>	<ul style="list-style-type: none"> • We have a political system that is called a democracy • Democracy means 'rule by the people'. It comes from the Greek words dêmos, which 	<ul style="list-style-type: none"> • To understand what democracy is 	<p>School Democracy Assembly Pack - Twinkl</p>

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	<p>What are the basic rights of every citizen?</p>	<p>means people, and krátos which means rule or strength.</p> <ul style="list-style-type: none"> • In the United Kingdom, we hold an election to choose someone to represent us. • Most candidates who 'stand' for election belong to a political party - a group of people who share similar beliefs. • Everyone is free to choose their own religion and to worship and practice their religion as they want to. • Every individual has the right to enjoy their own culture, along with other members of their group, even if their group is a minority. 	<ul style="list-style-type: none"> • To understand why and how people take part 	<p>Political party websites</p> <p>Websites that represent the religion or culture represented in our cohort</p>
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