

Intent Statement Little Munden - Wellbeing

Appendix A – Programme of study for each year group

Reception – Acorn Class					
Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Year 1 and 2 – Beech Class					
Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety / safety with household items Road safety Linking health and happiness	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles – animals and humans Changes in me Changes since being a baby Yr1 Differences between female and male bodies (correct terminology) Yr2 Differences in male and female bodies (correct terminology) Linking growing and learning Coping with change Transition

Year 3 and 4 – Hazel Class

Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4 Being part of a class team Being a school citizen Rights, responsibility and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Year 4 Challenging assumptions Judging by appearance Accepting self and others Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Year 3 Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Year 4 Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Year 3 Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Year 3 How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Year 5 and 6 – Oak Class

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5 Planning the forthcoming year Being a citizen Rights and responsibilities How behaviour affects groups Democracy, having a voice, participating	Year 6 Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Year 5 Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity)	Year 6 Taking personal responsibility How substances affect the body Exploitation, including "county lines" and gang culture Emotional and mental health Managing stress	Year 5 Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibility online Online gaming and gambling Reducing screen time	Year 6 Self-image Body image Puberty and feelings Conception to birth Reflection about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting

		Motivation		Dangers of online grooming SMARRT internet safety rules	Transition
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Appendix B – Coverage in the curriculum

	Science (inks to RSE and PSHE-National Curriculum Aims)	PSHE (aims for the end of each KS)	SRE Sex and relationships aims
Reception		Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).	What a relationship is, what friendship is, what family means and who the people are who can support them. How to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. They can explain ways of keeping clean and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.	Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. Features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
Year 2	Notice that animals, including humans, have offspring which grow into adults.	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others. They can identify and respect differences and	

		similarities between people, and can explain different ways that family and friends should care for one another.	The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. How information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
Year 3		Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. Children can make choices about how to develop healthy lifestyles. They can identify some factors that affect emotional health and well-being. They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships. They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the	Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. Positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.
Year 4			
Year 5	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.		
Year 6	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.		

		different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.	
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Appendix C – Likely questions related to RSE for each age range

Ages 3 - 6		At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important. Questions to help you understand what children want to learn about are listed in themes below.	
Relationships Who is in my family? How are other families similar or different to mine? What does my family do for me? What do I like about my friend? What does my friend like about me? What can other people do to make me feel good? Who do I look after? Why shouldn't I tease other people?	My body Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies?	Life cycles Where do babies come from? How much have I changed since I was a baby? How are other children similar and different to me?	
Keeping safe & looking after myself Which parts of my body are private? When is it OK to let someone touch me? How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts?	People who help me Who can I ask if I need to know something? Who can I go to if I am worried about something?		

Ages 7-8	At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important. Questions to help you understand what children want to learn about are listed in themes below.	
Relationships How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can it be fun to have a friend who is different to me? What are some of the bad ways people can behave towards one another? How do I know when I am being bullied? What do I do if I am being bullied? How can I make up with my friend when we have fallen out? Why are some parents married and some not?	My body How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than the boys? How do girls and boys grow differently? Why are we all different? Is it ok to be different? What are similarities and differences between boys and girls? Should boys and girls behave differently?	Feelings What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?
Keeping safe & looking after myself What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets?	Life cycles Why does having a baby need a male and a female? What are eggs and sperm? How do different animals have babies? How do different animals look after their babies before and after birth? What happens when people get older?	People who help me Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?

Ages 9-10	At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex. Questions to help you understand what children want to learn about are listed in themes below.	
Relationships What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean? Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied or abused? Are boys and girls expected to behave differently in relationships? Why? Can some relationships be harmful? Why are families important for having babies and bringing them up?	Lifecycles/ human reproduction What is sex? What is sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby? Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy?	My body What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? Why are some girls 'tomboys' and some boys a bit 'girly'? Is my body normal? What is a 'normal' body? How will my body change as I get older?
Keeping safe & looking after myself How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How can people get diseases from sex and can they be prevented? What is HIV, how do you get it and how can you protect yourself from it?	Feelings and attitudes What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? How can I say 'no' to someone without hurting their feelings? What should I do if my family or friends don't see things the way I do? What do families from other cultures and religions think about growing up? Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys....to be true?	People who help me/getting help and advice Who can I talk to if I want help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?

Ages 11-13	At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy - how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc. Questions to help you understand what young people want to learn about are listed in themes below.
Relationships What makes a relationship happy or unhappy? Why do relationships change during adolescence? How can I cope with changing relationships with my family and friends? Why do people get married or have a civil partnership? What can I do about family and friendship break-up? What are the qualities I should look for in a partner? Should everyone have a boyfriend or girlfriend at my age? At what age is it legal to have sex? At what age is it legal to get married/ or have a civil partnership? How do I know when I am ready to have sex/be intimate with my boyfriend/girlfriend? Do males and females have different expectations in relationships? What does it mean to be gay, lesbian, bisexual or transgender? What is the difference between transvestite and transsexual? What is acceptable touching and behaviour amongst my peers?	Feelings and attitudes What is the difference between sexual attraction and love? How will I know if I am in love? Is it normal to be attracted or in love with someone of the same gender? Does this mean I am gay or lesbian? Do you have to have sex to show someone you love them? What should I do if I feel I am being pressured into having sex? Is everybody doing it? In my community being a teenage parent is acceptable- is this wrong? My religion says that being gay or having sex before is marriage is wrong, what should I think? My body Am I normal? What is normal for my age? If I am a late- developer, will I catch up? Why do the media show so many pictures of thin/muscly/ perfect celebrities? Should we all look like this? People say our hormones are raging during adolescence - what effect do they have on the body? How do hormones affect boys and girls differently? What is the menstrual cycle and how does it affect fertility? Why do boys get erections? What is the menopause, when does it happen in a woman's life and do men go through it too? What is happening to my body when I get sexually excited? What is an orgasm and how can I have one? Do males and females experience orgasm in the same way? What are normal bodily fluids secreted from penis and vagina?

Keeping safe and looking after my sexual health

What is safer sex?

Should everyone who is sexually active carry condoms?

What infections can be caught from having sex? What are the symptoms? What is the impact on your health?

What is HIV and AIDS, how do you get it? Is it always through sex?

How do women get pregnant and how does the baby develop?

Does sex always lead to pregnancy? How can conception be prevented?

Are there ways of enjoying sex that don't risk pregnancy or infection?

What are the different methods of contraception? Are some easier to use than others?

When should emergency contraception be used?

Who should be responsible for contraception/safer sex in a relationship?

If someone is on the pill, why do they have to use a condom as well?

Does drinking alcohol or using drugs affect my decisions about behaviour?

People who can help me/Sources of help and advice

If I think I have a sexually transmitted infection, where can I get it treated?

If a woman gets pregnant, what choices does she have? What are the best websites on sex and relationships for young people? How can I find out about local contraception and sexual health services, and what should I expect from them?

Can I see a nurse or doctor in private?