

Bluecoat Primary Academy Personal Social Health Education (PSHE) Progression Document 2021

**Our School Values**

***Through believing in ourselves, in others and in God, we STRIVE for life in all its fullness.***

 ***S****uccess* – we celebrate our success in and out of school ***T****ake care* – we take care of ourselves, each other and the world

 ***R****esilience* – we try, try and try try again ***I****ntegrity* – we do the right thing, even when no one is watching

 ***V****alues* – we are guided by our Christian values ***E****ngage* – we engage in being part of something special to make a difference

**BPA PSHE Statement of Intent**

Here at Bluecoat Primary Academy our PSHE curriculum reflects the pride we take in keeping our children’s personal and moral development at the heart of all we do. Through our PSHE curriculum we provide the knowledge and environment for our children to thrive as healthy, respectful, independent and responsible individuals. Our school values are at its core to cultivate children’s knowledge and abilities to recognise and maintain healthy relationships, to value and respect differences and to develop the confidence and understandings to stand up for what is right. We use weekly teaching time and tailored quality assured resources (PSHA Association approved) which are organised around our whole school values and themes. By keeping our PSHE rooted in our whole school approach, we embed this crucial knowledge and allow our children to flourish while they are with us and beyond. To instil the value of an active lifestyle and healthy diet, we position our curriculum lesson time on this within a whole school Health Eating Week for children to get excited about. We utilise carefully selected specialist external agencies, such as SCALF, here to allow us to compliment this and create a buzz around healthy lifestyles. This is carefully mapped to build up each year through our spiral curriculum and quality ensured resources, ensuring there is substance alongside the excitement.

Throughout our curriculum here at BPA we seek to nurture enquiring, questioning attitudes and critical thinking in our children. PSHE harnesses this to instil the knowledge and skills for children to question what is presented to them in our ever changing and increasingly digital world. We do not believe internet safety can stand alone from our core values and principles at BPA, and our PSHE spiral curriculum builds up to empower our children to apply their STRIVE values online becoming respectful, successful, safe and discerning consumers of the internet. Opportunities to embed this are plentiful through framing these tailored lessons within a whole school theme where assemblies can create an atmosphere of understanding throughout the school which builds up for our children year on year.

Here at BPA we tailor our PSHE content and resources carefully for the needs of our children and ensure their existing understandings and misconceptions are incorporated into our PSHE teaching time. Teaching of each topic area begins with a discussion based assessment for learning session, combining each teacher’s knowledge of the needs of their class with a specific focus addressing key objectives from our spiral curriculum to inform planning. Furthermore, we select and combine the resources and schemes to suit our children and families. We share this with parents to acknowledge and welcome family involvement through consultation and also providing additional resources on our website for parents to use at home in line with each topic area. To ensure the best coverage of SRE to suit our children we use the CWP project’s Teaching SRE with Confidence scheme in full because of the sensitive and thorough nature this long established resource offers. We supplement this with further teaching on relationships as we believe the intricacies of navigating relationships in positive ways needs a rich range of teaching and resources for our children and therefore additional time, PSHA Association approved resources and engaging story books are also used to enrich our provision.

**PSHE Progression Document Outline**

This progression document aims to link the PSHE that goes on in our classrooms to the school values and create themes across the school. Due to the addition of PSHE as one of our foundation subjects in 2020, the expectation of what we must deliver has radically changed. This has provided an opportunity for us to ensure our PSHE teaching creates the same retention opportunities as other foundation subjects at BPA, with a fully embedded spiral curriculum. The addition of statutory content for relationships, health, including mental wellbeing and safe, healthy use of the internet have made what we teach in PSHE each year much more subscribed. While it’s still important to assess additional needs your class may have, there are now objectives that need explicit coverage. Merging these in with wider curriculum themes isn’t as plausible as it may be with some other foundation subjects and there now is a clear need for carefully planned, regular, subject specific lessons in PSHE. For workable and effective coverage, the objectives for these PSHE lessons follow whole school themes as they build up in a spiral curriculum.

**Themes** – each term has a school wide theme, split up into general, whole school topic areas for each half term.

**Topic area** – each half term has general whole school topic areas, which may link into assemblies, journal writing and general school life. However, for each year group the topic areas under each theme are more specific and cover each year group’s specific objectives. These year group specific topic areas are shown in the summary table below and are central to our taught lessons. As the curriculum is spiral, not all of the school’s general topic areas come up every year, but they are repeated and built upon.

**Objectives –** these are the learning goals which the children will explore during PSHE lessons and will be central to lesson planning. These are bullet pointed under each year group specific topic area in the full progression document. Theme days and work with external agencies, such as first aid courses and SCALF workshops, are also planned against these objectives for each year group.

**Whole School Themes and Whole School Topic Areas**

Autumn Term: **STRIVE**

First half term (1:1): **Engage with friendship. Taking care of our feelings & Resilience**

Second half term (1:2): **Values and respect and Integrity against bullying**

Spring Term: **Digital STRIVE**

First half term (2:1): **Success using the internet**

Second Half Term (2:2): **Taking care online and Integrity online**

Summer Term: **Family, Friends and Changes**

First half term (3:1): **Taking care of ourselves** *(including a child’s body being their own)* ***and*****Equality**

Second half term (3:2): **Changes** There are a few lessons here, in Year 6, which parents have the option to opt out of. This content is shown in red.

*This second half term is based on the Christopher Winter Project’s programme, Teaching RSE with Confidence, which we have been using in school already. Most objectives for this half term should be covered through the 3 lessons (4 in Year 6) in this scheme.*

**Year Group Specific Topic Areas**

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| --- | --- | --- | --- | --- | --- | --- |
| Theme | Year 1 Topics | Year 2 Topics | Year 3 Topics | Year 4 Topics | Year 5 Topics | Year 6 Topics |
| Autumn Term (1): **STRIVE***1:1:* **Engage with friendship (wk 1-2)** **Take care of our feelings & Resilience (wk 3-7)\***1:2 **Values and respect (wk 1-4)** **Integrity against bullying (wk 5-7)** | Engage in Friendship FeelingsValues and Integrity | Values and Resilience to guide friendshipsTake care of our feelingsValues and Integrity against bullying | Taking care of our mindsValues guiding how we treat others respectfullyIntegrity to say no to bullying | Engage in positive friendshipsIntegrity and Values in the classroom and beyondIntegrity to challenge bullying | Resilience within friendshipsTake care of ourselves: our bodies and our minds  | Integrity within friendshipsTaking care of ourselves, taking care of our minds |
| Spring Term (2): **Digital STRIVE***2:1:* **Success using the internet***2:2:* **Taking care and integrity online** | Success using the internet to helpTake care of ourselves and stay safe online | Success using the internet to helpValues and Integrity in online behaviour | Success searching onlineTaking care online | Success using the internet Taking care online | Success online through questioning what you seeIntegrity to Engage with equality online | Success online questioning what you seeValues leading online behaviourTake care online |
| Summer Term (3):**Taking care of ourselves and changes**Includes full coverage of CWP scheme:*3:1:* **Taking care of ourselves** *(a child’s body being their own)* **Family and Equality***3:2:* **Changes** *(CWP)* | Engage in FamilyTake care of ourselvesGrowing, changing, friends and family | Take care of ourselvesChanging ideas about girls and boys | Engage in familyTaking care of ourselves | Engage with equalityChanges | Integrity to Engage with equalityChanges | Integrity to challenge inequalityChangesFamily in all its forms Healthy relationships |
| *Healthy Eating Week* | Take care keeping healthy; food and exercise, hygiene routines; sun safety | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; | Health choices and habits; what affects feelings; | \*Maintaining a balanced lifestyle; oral hygiene and dental care Drugs common to everyday life | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Drug use and the law; about the risks and effects of different drugs  |

**Full Progression Document**

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| --- | --- | --- | --- | --- |
|  | Autumn TermSTRIVE | Spring TermDigital Strive  | Summer TermFamily, Friends and Changes | Take Care, Stay SafeHealthy Eating Week and SCALF Life Bus |
| Year 1 | **Engage in friendship\***•why we have friends•what makes a good friend, eg being welcoming, kind, honest•that we can be friends with people who are different to us**Take care of our feelings**• how to manage and whom to tell when finding things difficult, or when things go wrong • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave**Values and Integrity**• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns | **Success in using the internet to help**•how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online**Take care of ourselves and stay safe online**•how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared | **Engage in family\*** • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family**Take care of ourselves**•about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission**Growing, changing, friends and family\***•understand that babies need care and support •know that older children can do more by themselves | **Take care keeping healthy; food and exercise, hygiene routines; sun safety**• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun |
| Year 2 | **Values and Resilience to guide friendships**• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else**Take care of our feelings**•how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings**\*Values and Integrity against bullying**•about what bullying is and different types of bullying • how someone may feel if they are being bullied  | **Success using the internet to help**• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true**\*Values and Integrity in online behaviour**• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online | **Changing ideas about girls and boys**• some people have fixed ideas about what boys and girls can do• these ideas of called serotypes and are not always true and can be unhelpful• describe the difference between male and female babies• describe some differences between male and female animals• understand that making a new life needs a male and a female**Take care of ourselves**•about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help• how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use | **Why sleep is important; medicines and keeping healthy; keeping teeth healthy;**• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health• how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say |
| Year 3 | **\*Taking care of our minds**• that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful**Values guiding how we treat others respectfully**• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others• what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society **Integrity to say no to bullying**• that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved what to do and whom to tell if they see or experience bullying or hurtful behaviour | **Success searching online**• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication**Taking care online**• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision• about bullying online, and the similarities and differences to face-to-face bullying | **Engage in family**• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe **Take care of ourselves**•understand that each person’s body belongs to them•understand personal space and unwanted touch• know and respect the body differences between ourselves and others• name male and female body parts using agreed words | **\*Health choices and habits; what affects feelings;**•about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively |
| Year 4 | **Engage in positive friendships**•about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded•how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know • what to do or whom to tell if they are worried about any contact online**Values and respect in the classroom and beyond**• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns**Integrity to challenge bullying**• about what bullying is and different types of bullying • how someone may feel if they are being bullied•how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online | **Success using the internet** that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access**Taking care online**• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online | **Take care of everyone equally** • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone**Changes**• that puberty is an important stage in the human lifecycle• some changes that happen during puberty• the physical and emotional changes that happen inpuberty• that children change into adults to be able to reproduce if they choose to | **Maintaining a balanced lifestyle; oral hygiene and dental care****drugs common to everyday life**to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health• to recognise what is meant by a ‘drug’ • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break  |
| Year 5 | **Resilience within friendships**• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships**Taking care of our minds**• ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing  | **Success online through questioning what you see**•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information**\*Integrity to Engage with equality online**• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment• the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online | **\*Integrity to Engage with equality**• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia •about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to safely challenge discrimination**Take care of ourselves** • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person’s mind and body when they are uncomfortable • that it is never someone’s fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact**Changes**•the main physical and emotional changes that happen during puberty•how puberty affects the reproductive organs•what happens during menstruation and sperm production•how emotions/relationships change during puberty• how to get help and support during puberty | **Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies**•how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke• how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment• how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services |

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| Year 6 | **Integrity within friendships**•to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online ‘challenges’ and ‘dares’ • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations**Taking care of ourselves, taking care of our minds**• that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change | **Success online questioning what you see and taking care online:**•about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people’s emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact**Take care online:**• how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play•how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online•ways to participate effectively in discussions online and manage conflict or disagreements*Some of the content and resources for these objective span both topic areas, therefore both topic areas may be addressed simultaneously.* | **Family in all its forms**•what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone’s right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried**Integrity to challenge inequality**•about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements•what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this**Changes**•how and why the body changes during puberty in preparation for reproduction**Healthy relationship**•differences between a healthy and unhealthy relationshipcommunication and permission seeking are important in relationships •the decisions that have to be made before having children•know some basic facts about conception and pregnancy • when it is appropriate to share personal/private information in a relationship•to know how and where to get support if an onlinerelationship goes wrong | **drug use and the law;****about the risks and effects of different drugs** • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use  |

**Opting out**

For these lessons shown in red the content is considered good practice and right for our children. While the Department for Education (DfE) recommend we teach these lessons, they do not state we must as statutory, and therefore we are able to offer parents their right to opt out. Opting out of any other lessons (including puberty) is not something we can offer as it is statutory content which legally must be covered by our curriculum.

**Year 6:** Parents should have the option to opt out of the CWP Lesson 1 and Lesson 3. Here, conception and the decisions around starting a family are explored in more detail than the statutory Science National Curriculum or statutory Relationships Education National Curriculum state schools *must* teach. However, this content is considered good practice and right for our children so opting out is not ideal but must be offered.