



RSE: RELATIONSHIPS & SEX EDUCATION POLICY

This policy is available on our school website and is available on request from the school office.

Date written: JSeptember 2023

Date of next review: September 2025

Member of Staff Responsible: Miss S Campbell (PSHE Lead)

Signed:

Luke geary

(Chair of Governors) Date: 04/02/2024

VALUES, AIMS & OBJECTIVES

At The Academy of Woodlands School, we value the many different cultures, and religions that make us a diverse multicultural school. RSE is taught in a way which is complementary to the wider ethos, values, and principles of The Academy of Woodlands Primary School.

Our RSE curriculum is based upon the values of the school, which underpins the work that we do. Our Values determine how we will act and behave.

The aims of the Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies. All teaching will be age appropriate and focus on friendship, family relationships and relationships with other children and with adults.

STATUTORY REQUIREMENTS

As a primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

At The Academy of Woodlands Primary School, we teach RSE as recommended by PSHE Association UK and endorsed by Medway Public Health Directorate.

POLICY DEVELOPMENT

This policy has been developed in consultation with Staff, Governors, Pupils, and Parents/Carers.

The consultation and policy development process involved the following steps:

1. Review - the PSHE lead, SLT and Child Health Programme Manager at Medway pulled together all relevant information including national and local guidance.
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation - parents were given the opportunity to read the policy on the website and given the opportunity to feedback their thoughts and comments via the school office email.

4. Ratification - once amendments were made, the policy was shared with governors and ratified.

DEFINITION

RSE is about the emotional, social, cultural and physical development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, exploring issues and values.

There is often concern that RSE will encourage sexual experimentation, however evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception.

RSE is not about the promotion of sexual activity.

TEACHING OF RSE

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy.

Delivery of formal RSE is the responsibility of all staff, led by the RSE subject leader. However, we recognise that it is good practice to include outside agencies in the delivery where appropriate. Any supporting agencies deemed appropriate by the RSE subject leader work within the school's RSE policy always, including our values framework and confidentiality protocols.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation (action of describing or regarding someone or something as worthy of disgrace or great disapproval) of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

There are many different faith and cultural perspectives on aspects of RSE. As a diverse multicultural school, we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches

tolerance. Parents and Carers can then contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

A range of different families and relationships will be explored within RSE. All children, whatever their developing sexuality or family background, need to feel that RSE is relevant to them and sensitive to their needs.

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability, and level of maturity. The curriculum will be firmly embedded within the broader PSHE and Science curricula. Pupils will be helped to understand difference and to respect themselves and others.

CURRICULUM

RSE is taught in conjunction with the personal, social and health education (PSHE) curriculum. Pupils may also receive further educational sessions delivered by a trained health professional. Relationships education 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

Within RSE children will develop confidence in talking, listening, and thinking about sex and relationships. To achieve this, several teaching strategies will be used, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g., Case studies).
- The provision of a 'question box / ask it basket' for pupils to write questions that they feel they could not ask in the lesson or that might occur as they reflect.
- Dealing with children's questions in an appropriate manner.
- Using discussion and appropriate materials; and role play.
- Encouraging reflection.

RSE will be taught in each year group throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

In some year groups some elements of RSE are delivered through science national curriculum:

Year 2

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of.....hygiene.

Year 5

Pupils should be taught to:

- Describe the changes as humans develop to old age.

DEALING WITH QUESTIONS

As with any topic, children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Using ground rules at the start of sessions, children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box / ask it basket'. Teachers will explain that if a pupil has a question, they are to write it down and put it into the box/basket. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group - the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about safeguarding, the teacher should acknowledge it and promise to attend to it on an individual basis.
- Teachers understand that children in their Year will group will possess a varying degree of knowledge and understanding, therefore will ensure the class is a safe space for questions even if a child thinks that everyone else will know the answer.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE/RSE Lead as part of the evaluation and monitoring process.

ROLES & RESPONSIBILITIES

The governing board

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the Headteacher.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and statutory guidelines are followed.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Class teachers will be responsible for teaching RSE in our school.

Pupils

Pupils are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity.

Confidentiality

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with pupils and parents/carers, making it clear that teachers cannot offer unconditional confidentiality. Teachers will reassure pupils that if confidentiality must be broken, they will be informed first and then supported as appropriate.

PARENTS

Parents have the right to withdraw their child from the Sex Education part of the RSE curriculum; the relationship education is compulsory in all primary schools. At The Academy of Woodlands Primary School, we do not teach non-statutory / non-science components of sex education with RSE. Parents/Carers who have concerns about the teaching of RSE are encouraged to discuss this with their child's teacher.

TRAINING

Lead staff are trained in the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

MONITORING & EVALUATING

Teaching and learning in RSE will be monitored through lesson observations, pupil discussions and book looks. Feedback may be given to staff individually and the information collected used to identify specific and more general professional development needs.

Regular evaluation of the PSHE programme, including RSE, will be conducted by the children and the staff involved and this will inform future practice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems

PRIMARY PSHE/RSE LONG TERM OVERVIEW - QUESTION BASED MODEL

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

The three core themes are colour - coded showing the termly focus: Health and Wellbeing, Relationships or Living in the Wider World

PRIMARY PSHE/RSE MEDIUM TERM PLAN

Year 1			
Topic and links to Programme of Study			
<p>Autumn 1</p> <p>What is the same and different about us?</p>	<p>Relationships: <u>Ourselves and others:</u> H21. to recognise what makes them special H23. to identify what they are good at, what they like and dislike L14. that everyone has different strengths <u>Similarities and differences:</u> R23. to recognise the ways in which they are the same and different to others L6. to recognise the ways, they are the same as, and different to, other people <u>Individuality:</u> H22. to recognise the ways in which we are all unique <u>Our bodies:</u> H23. to identify what they are good at, what they like and dislike R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>Autumn 2</p> <p>Who is special to us?</p>	<p>Relationships: <u>Ourselves and others:</u> R3: about different types of families including those that may be different to their own <u>People who care for us:</u> R2: to identify the people who love and care for them and what they do to help them feel cared for R5: that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried <u>Groups we belong to:</u> L4: the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others <u>Families:</u> R1: about the roles different people (e.g., acquaintances, friends and relatives) play in our lives R4: to identify common features of family life</p>
<p>Spring 1</p> <p>What helps us stay healthy?</p>	<p>Health and Wellbeing <u>Being Healthy</u> H1: about what keeping healthy means; different ways to keep healthy <u>Hygiene</u> H5. simple hygiene routines that can stop germs from spreading <u>Medicines</u> H6: that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy <u>People who help us with health</u> H7: about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10: about the people who help us to stay physically healthy</p>	<p>Spring 2</p> <p>Who helps to keep us safe?</p>	<p>Health and wellbeing <u>Keeping safe:</u> H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R15. how to respond safely to adults they don't know <u>People who help us</u> H33. about the people whose job it is to help keep us safe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L5. about the different roles and responsibilities people have in their community</p>

<p>Summer 1</p> <p>What can we do with money?</p>	<p>Living in the wider world</p> <p><u>Money</u></p> <p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p><u>Making choices</u></p> <p>L11. that people make different choices about how to save and spend money</p> <p><u>Needs and wants</u></p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p>	<p>Summer 2</p> <p>How can we look after each other and the world?</p>	<p>Living in the wider world</p> <p><u>Ourselves and others</u></p> <p>H27. about preparing to move to a new class/year group</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p><u>The world around us</u></p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L3. about things they can do to help look after their environment</p> <p><u>Caring for others</u></p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p><u>Growing and changing</u></p> <p>H26. about growing and changing from young to old and how people's needs change</p>
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Year 2

Topic and links to Programme of Study

<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">What makes a good friend?</p>	<p>Relationships <u>Friendship</u> R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively <u>Feeling lonely</u> R7. about how to recognise when they or someone else feels lonely and what to do <u>Managing arguments</u> R8. simple strategies to resolve arguments between friends positively R25. how to talk about and share their opinions on things that matter to them</p>	<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">What is bullying?</p>	<p>Relationships <u>Behaviour</u> R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable R21. about what is kind and unkind behaviour, and how this can affect others <u>Bullying</u> R12. how to report bullying; the importance of telling a trusted adult <u>Words and actions</u> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and when their permission should be sought <u>Respect for others</u> R22. about how to treat themselves and others with respect; how to be polite and courteous R22. about how to treat themselves and others with respect; how to be polite and courteous R25. how to talk about and share their opinions on things that matter to them</p>
<p style="text-align: center;">Spring 1:</p> <p style="text-align: center;">What jobs do people do?</p>	<p>Living in the wider world <u>People and jobs;</u> L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs <u>Money;</u> L15. that jobs help people to earn money to pay for things <u>Role of the internet</u> L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life</p>	<p style="text-align: center;">Spring 2:</p> <p style="text-align: center;">What Helps us to Stay Safe?</p>	<p>Health and wellbeing <u>Keeping safe;</u> H29. to recognise risk in simple everyday situations and what action to take to minimise harm H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard <u>Recognising risk;</u> H29. to recognise risk in simple everyday situations and what action to take to minimise harm R14. that sometimes people may behave differently online, including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe L9. that not all information seen online is true <u>Rules</u> H28. about rules and age restrictions that keep us safe L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>

<p>Summer 1</p> <p>What can help us grow and stay healthy?</p>	<p>Health and wellbeing <u>Being healthy: eating, drinking, playing and sleeping</u> H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing <u>Feelings:</u> H11. about different feelings that humans can experience H12. how to recognise and name different feelings H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings <u>Mood:</u> H17. about things that help people feel good (e.g., playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good <u>Times of change:</u> H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it <u>Loss and bereavement:</u> H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better <u>Growing up</u> H13. how feelings can affect people's bodies and how they behave</p>
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Year 3

Topic and links to Programme of Study

<p>Autumn 1</p> <p>How can we be a good friend?</p>	<p>Relationships <u>Friendship;</u> R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing <u>Making positive friendships,</u> R11. what constitutes a positive healthy friendship (e.g., mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <u>Managing loneliness,</u> R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them <u>Dealing with arguments</u> R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>Autumn 2</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing <u>Being healthy: eating well, dental care</u> H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g., sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
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<p>Spring 1</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing <u>Being healthy: keeping active, taking rest</u> H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g., walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>Spring 2</p> <p>What keeps us safe?</p>	<p>Health and wellbeing <u>Keeping safe:</u> H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say <u>At home and school:</u> R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <u>Our bodies;</u> H26. that for some people gender identity does not correspond with their biological sex <u>Hygiene;</u> H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it <u>Medicines and household products</u> H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g., following instructions carefully)</p>
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<div>Summer 1</div> <div>What are families like?</div>	<p>Relationships</p> <p><u>Families;</u></p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g., marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p><u>Family life;</u></p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><u>Caring for each other</u></p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<div>Summer 2</div> <div>What makes a community?</div>	<p>Living in the wider world</p> <p><u>Community;</u></p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><u>Belonging to groups;</u></p> <p>L7. to value the different contributions that people and groups make to the community</p> <p><u>Similarities and differences;</u></p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background</p> <p><u>Respect for others</u></p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
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Year 4

Topic and links to Programme of Study

Autumn 1
How do we treat each other with respect?

Relationships

Respect for self and others;

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R21. about discrimination: what it means and how to challenge it

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Courteous behaviour;

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

Safety;

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R27. about keeping something confidential or secret, when this should (e.g., a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Human rights

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L10. how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Autumn 2
What skills, strengths and interests do we have?

Health and wellbeing

Self-esteem: self-worth;

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

Personal qualities;

H27. to recognise their individuality and personal qualities

Goal setting;

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Managing setbacks

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

<p>Spring 1</p> <p>How can we manage our feelings?</p>	<p>Health and wellbeing</p> <p><u>Feelings and emotions;</u></p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p><u>Expression of feelings;</u></p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><u>Behaviour</u></p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>Spring 2</p> <p>How can our choices make a difference to others and the environment?</p>	<p>Living in the wider world</p> <p><u>Caring for others;</u></p> <p>L4. the importance of having compassion towards others;</p> <p><u>The environment;</u></p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home;</p> <p>L19. that people's spending decisions can affect others and the environment (e.g., Fair trade, buying single-use plastics, or giving to charity)</p> <p><u>People and animals;</u></p> <p>L4. how to show care and concern for others</p> <p><u>Shared responsibilities;</u></p> <p>L4. shared responsibilities we all have for caring for other people and living things;</p> <p><u>Making choices and decisions</u></p> <p>L5. how everyday choices can affect the environment (e.g., reducing, reusing, recycling, food choices)</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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<p>Summer 1</p> <p>How can we manage risk in different places?</p>	<p>Health and wellbeing <u>Keeping safe:</u> H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <u>Out and about:</u> H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g., reducing, reusing, recycling; food choices) <u>Recognising and managing risk</u> H38. how to predict, assess and manage risk in different situations H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>Summer 2</p> <p>How will we grow and change?</p>	<p>Health and wellbeing <u>Growing and changing:</u> H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene <u>Puberty</u> H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>
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Year 5			
Topic and links to Programme of Study			
<p>Autumn 1</p> <p>What makes up a person's identity?</p>	<p>Health and wellbeing <u>Identity;</u> H25. about personal identity; what contributes to who we are (e.g., ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) <u>Personal attributes and qualities;</u> H27. to recognise their individuality and personal qualities <u>Similarities and differences;</u> R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g., physically, in personality or background <u>Individuality;</u> H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities <u>Stereotypes</u> L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>Autumn 2</p> <p>What decisions can people make with money?</p>	<p>Living in the wider world <u>Money;</u> R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L24. to identify the ways that money can impact on people's feelings and emotions <u>Making decisions;</u> L17. about the different ways to pay for things and the choices people have about this L22. about risks associated with money (e.g., money can be won, lost or stolen) and ways of keeping money safe L21. different ways to keep track of money <u>Spending and saving</u> L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants</p>
<p>Spring 1</p> <p>How can friends communicate safely?</p>	<p>Relationships <u>Friendships;</u> R1. to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships) R18. to recognise if a friendship (offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary <u>Relationships:</u> R1. to recognise that there are different types of relationships (e.g., friendships, family relationships, romantic relationships, online relationships) <u>Becoming independent;</u> R24. how to respond safely and appropriately to adults they may encounter (in all contexts incl. online) whom they do not know R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <u>Online safety</u> R18. to recognise if a friendship (online) is making them feel unsafe or uncomfortable; how to manage this and ask for support L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>Spring 2</p> <p>How can we help in an accident or emergency?</p>	<p>Health and wellbeing <u>Basic first aid,</u> H43. what is meant by first aid; basic techniques for dealing with common injuries <u>Accidents,</u> H43. what is meant by first aid; basic techniques for dealing with common injuries <u>Dealing with emergencies</u> H44. how to respond and react in an emergency; how to identify situations that may require the emergency services; know how to contact them and what to say</p>

<p>Summer 1</p> <p>w can drugs common to everyday life affect health?</p>	<p>Health and wellbeing <u>Drugs, alcohol and tobacco;</u> H1. how to make informed decisions about health H46. about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns <u>Healthy habits</u> H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>	<p>Summer 2</p> <p>What jobs would we like?</p>	<p>Living in the wider world <u>Careers;</u> L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g., teamwork, communication and negotiation <u>Aspirations;</u> L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them <u>Role models;</u> L28. about what might influence people's decisions about a job or career (e.g., personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) <u>The future</u> L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g., college, apprenticeship, university)</p>
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Year 6

Topic and links to Programme of Study

Autumn 1 & 2
How can we keep healthy as we grow?

Health and wellbeing

Looking after ourselves;

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness
- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g., walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g., sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

Growing up;

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

Becoming independent;

- H40. about the importance of taking medicines correctly and using household products safely, (e.g., following instructions carefully)
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

Taking more responsibility

- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- H46. about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

<p>Spring 1&2</p> <p>How can the media influence people?</p>	<p>Living the wider world <u>Media literacy and digital resilience;</u> L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation <u>Influences and decision-making;</u> H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with <u>Online safety</u> L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
<p>Summer 1&2</p> <p>What will change as we become more independent?</p>	<p>Relationships <u>Different relationships,</u> R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g., marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another <u>Changing and growing,</u> H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty R16. how friendships can change over time, about making new friends and the benefits of having different types of friends <u>Adulthood,</u> R16. how friendships can change over time, about making new friends and the benefits of having different types of friends <u>Independence,</u> H35. about the new opportunities and responsibilities that increasing independence may bring <u>Moving to secondary school</u> H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages</p>

