



Crosslee Community Primary School

Relationships, Sex and Health Education Policy

Changing Lives in Collaboration – Together We Make the Difference

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Contents

1. Introduction
2. Statement of Intent
3. Ethos and Values
4. Legal Framework
5. RSHE Curriculum Organisation
6. The Right to Withdraw
7. Monitoring, Assessing and Reviewing
8. Implementation
9. Child Protection/Confidentiality
10. Breaches of the Policy
11. Appendix 1 – Statutory Curriculum Content
12. Appendix 2 – Imatter Curriculum Overview

As part of our commitment to be a nurturing school we will offer a range of opportunities within our curriculum for children to build self-esteem, resilience and aspirations, as well as a positive view towards health and self-respect to support their mental health.

We actively promote Fundamental British Values in our school to ensure young people leave school prepared for life in modern Britain. Pupils are taught to regard people of all faiths, races and cultures with respect and tolerance. They are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. Children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential.

1. Introduction – a definition

The teaching of Relationships and Health Education is statutory in primary schools. The science National Curriculum details the elements of Sex Education that must be delivered to primary pupils. Additional curriculum relating to sex education is non-statutory. See **APPENDIX 1** for details of all statutory curriculum coverage.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

2. Statement of Intent/Aims:

At the CLIC Trust, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, developmentally appropriate and evidence-based Relationships, Sex and Health Education curriculum for all our pupils. This policy sets out the framework for our Relationships, Sex and Health Education curriculum, providing clarity on how it is informed, organised and delivered.

There are three main elements to our RSHE programme:

- ❖ Knowledge and understanding
- ❖ Developing positive attitudes and values
- ❖ Extending personal and social skills

The aims of Relationships, Sex and Health Education (RSHE) at our CLIC schools are to:

- ❖ provide information which is relevant and appropriate to the age and maturity of the pupils;
- ❖ encourage the exploration and clarification of values and the development of positive attitudes;
- ❖ empower, enable and encourage young people to make informed decisions about their own personal relationships;
- ❖ enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future;
- ❖ include the on-going development of communication and social skills;
- ❖ teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- ❖ provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others;

- ❖ encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way;
- ❖ equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty;
- ❖ prepare children and young people for the physical and emotional changes of puberty and the transition into adulthood.

3. Ethos and Values

Through RSHE, the schools in the CLIC Trust are working towards the promotion of spiritual, moral, cultural, mental and physical development of the child and aim to ensure that their health and well-being is maintained. The RSHE Curriculum at CLIC will reflect the values of our schools, support the PSHE curriculum and will be delivered by trained and confident educators and may also involve the Healthy Schools Specialist on RSHE or a School Nurse. Every pupil should receive their full entitlement to RSHE regardless of their gender, race, ethnicity, faith or sexual orientation (collectively known as the protected characteristics). Our curriculum will encourage children to explore faith, cultural perspectives and sexuality in a respectful way. Parents and carers are key for their child's learning about relationships, sex and health and our schools will always work in partnership with home. We are dedicated to ensuring our curriculum meets the needs of the whole-school community at each CLIC school, and is compliant with our statutory obligations.

4. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- ❖ Section 80A of the Education Act 2002
- ❖ Children and Social Work Act 2017
- ❖ **[Regulations]** The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- ❖ Equality Act 2010
- ❖ **[Statutory Guidance]** DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- ❖ DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with other school policies.

- ❖ Drugs Policy
- ❖ Behaviour and Anti-Bullying Policy
- ❖ Safeguarding and Child Protection Policy
- ❖ Health and Safety Policy
- ❖ Equality Policy
- ❖ Spiritual, Moral, Social and Cultural Development
- ❖ Mental Health Policy

As a Trust of primary academy schools, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the

science curriculum. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

5. RSHE Curriculum Organisation

The school's in the CLIC Trust teach the RSHE content for Years 1-6 using materials from the Manchester Healthy Schools scheme of learning or Jigsaw. At Crosslee Community Primary School we use the Manchester Healthy Schools I Matter Scheme. The overview of the PSHE content, including RSE for each year group can be found in **APPENDIX 2**.

The content covers all of the statutory requirements for RSHE, including that required as part of the National Curriculum for Science.

Through effective organisation and delivery of the subject, we will ensure that:

- ❖ Core knowledge is sectioned into units of manageable size.
- ❖ The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- ❖ Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The Manchester Healthy Schools scheme of work 'IMatters' covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the units, these are taught across the school; the learning deepens and broadens every year.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

| Term | I Matter Units | Content |
|------------------|---------------------------------|--|
| Autumn 1: | Mental and Emotional Health | Includes supporting pupils to develop key skills associated with resilience and providing them with strategies to recognise early signs of distress. |
| Autumn 2: | Keeping Safe | Includes drugs and alcohol education and how to keep safe when out and about in the community. |
| Spring 1: | Healthy Lifestyles | Includes supporting the children in making healthy choices around eating, sleep, nutrition, rest and exercise. |
| Spring 2: | Relationships and sex education | Includes understanding friendship, family and other relationships as well as changes in our bodies. |
| Summer 1: | Living in the Wider World | Includes the importance of being part of the community and rules and rights that protect us and others. |
| Summer 2: | Celebrating Diversity | Includes anti-bullying (cyber and homophobic bullying included) and understanding that diversity is to be celebrated.. |

It is appropriate to teach pupils about LGBT (Lesbian, Gay, Bisexual, Transgender) and we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. All teaching and materials are appropriate for the contextual circumstances of the pupils, their backgrounds, their developmental stages and any additional needs, such as SEND.

The schools seek opportunities to draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible to enhance pupils' learning, particularly:

Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

PSHE – pupils learn about respect and difference, values and characteristics of individuals.

6. The Right to Withdraw

Relationships and health education are statutory at primary and parents/carers **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents/carers have the right to request to withdraw their child from the sex education curriculum. To enable parents/carers to make an informed decision, the school will always provide a minimum of one-month notice prior to teaching any of the sex education curriculum and will provide an overview of the content, for parents/carers to review prior to teaching. Parents/carers can then choose which (if any) lessons they wish to withdraw their child from. The Headteacher will automatically grant withdrawal requests, however, the Headteacher will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education, however the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

At the CLIC Trust schools, puberty is taught as a statutory requirement of Health Education and covered by our IMatters scheme of work in the relationships and Sex Education unit.

We conclude that sex education refers to lessons that cover sex and therefore this is the only lesson parents can withdraw from. Puberty, genitalia etc are all about the 'self' and therefore not classed as 'sex' as this happens when two people come together. LGBT+ content, consent and relationships are also not classed as sex education.

We therefore inform parents/carers of their right to request their child be withdrawn from the PSHE lesson that explicitly teach this:

Year 6, Lesson 3 'How is a Baby Made?'

The 'Relationships and Sex Education' unit materials and resources that will be used in the school's RSHE Programme are available for parents/carers to see in school. A request must be made to the Headteacher who will give parents/carers the opportunity to review the resources.

7. Monitoring, Assessing and Reviewing

To ensure the curriculum content and teaching is effective, the delivery is assessed and evaluated in the classroom. Teachers assess work in RSE by making informal judgements as they observe children during lessons and through discussion. A curriculum coverage sheet is used by teachers half termly. Evaluation of RSHE is carried out via surveys, discussions and assessment.

RSHE is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for all pupils.

This policy will be reviewed on an annual basis by the PSHE lead and SLT. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or pupils, and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils. The Board of Trustees is responsible for approving this policy.

8. Implementation

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. They will endeavour to answer pupils' questions sensitively, honestly and appropriate to the pupil's context and developmental stage.

All classrooms will have a means through which children can anonymously post any questions that arise from their RSHE sessions (for example, putting questions into an 'ask it basket'). Children will be guided to ask all questions in this way, to enable the teacher to review the questions and ensure that they are appropriate before discussing them in front of the whole class; this is to make sure that no questions are asked 'live' that would be inappropriate for the age and developmental stage of the pupils. If a teacher doesn't know the answer, this should be acknowledged and if a question is too explicit, is age inappropriate for the pupil or the whole class, then the child would be advised that they will cover this content in later years or may be guided to speak to their parent/carer. The teacher will liaise with the parent/carer(s) if a child has asked a question that could not be answered in class, to discuss the best course of action. The children will also be signposted to people and organisations they can talk to if they have any worries.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work and will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

9. Child Protection/Confidentiality

The Relationship, Sex and Health Education curriculum (including content taught in RSHE, PSHE and IT) teaches pupils what is and is not acceptable in a relationship; this increased understanding may lead to disclosure of a child protection issue. All staff members will follow the school's procedures and policy for Child Protection/Safeguarding. Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

10. Breaches of the Policy

All staff are under a contractual obligation to uphold the policy as with all other school policies.

APPENDIX 1: STATUTORY CURRICULUM CONTENT

The content detailed in Appendix 1 is statutory, therefore parents/carers do not have the right to withdraw their children from this teaching.

The statutory curriculum content for Relationships Education is as follows:
By the end of primary school:

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| Families and people who care for me | Pupils should know: <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability;• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships | Pupils should know: <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends;• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships | Pupils should know: <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;• practical steps they can take in a range of different contexts to improve or support respectful relationships; |

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| | <ul style="list-style-type: none"> • the conventions of courtesy and manners; • the importance of self-respect and how this links to their own happiness; • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority; • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; • what a stereotype is, and how stereotypes can be unfair, negative or destructive; • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not; • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous; • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them; • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met; • how information and data is shared and used online. |
| Being safe | <p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe; • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact; • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; • how to recognise and report feelings of being unsafe or feeling bad about any adult; • how to ask for advice or help for themselves or others, and to keep trying until they are heard; • how to report concerns or abuse, and the vocabulary and confidence needed to do so; • where to get advice e.g. family, school and/or other sources. |

The statutory curriculum content for **Health Education** (Physical Health and Mental Well-being) is as follows:

By the end of primary school:

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| Mental wellbeing | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health; • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations; • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings; • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate; • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests; • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support; • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online); • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits; • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing; • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private; • why social media, some computer games and online gaming, for example, are age restricted; • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health; • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted; • where and how to report concerns and get support with issues online. |

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| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle; • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise; • the risks associated with an inactive lifestyle (including obesity); • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content); • the principles of planning and preparing a range of healthy meals; • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body; • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer; • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn; • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist; • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; • the facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary; • concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; • about menstrual wellbeing including the key facts about the menstrual cycle. |

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The statutory curriculum content for Science (relating to Relationships, Sex and Health Education) is as follows:

By the end of Key Stage 1

Children should learn to:

- ❖ identify, name, draw and label the basic parts of the human body and animals and say which part of the body is associated with each sense
- ❖ notice that animals, including humans, have offspring which grow into adults
- ❖ children should recognise similarities

By the end of Key Stage 2

Children should learn to:

- ❖ describe the changes as humans develop to old age
- ❖ describe the life process of reproduction in some plants and animals
- ❖ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- ❖ know about the main stages of the human life cycle, including puberty

There are other relevant sections, which could create opportunity to discuss relationships and sex education further.:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

APPENDIX 2: IMatter Curriculum Overview

Primary IMatter PSHE Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|--|---|--|--|
| Year | Mental and Emotional Health BV Individual Liberty NP We use our words to talk about how we feel | Keeping Safe BV Rule of Law NP Our school is a safe place to be | Healthy Lifestyles BV Individual Liberty NP We believe in ourselves | Relationships & Sex Ed BV Mutual Respect NP Our behavior can show how we are feeling | Living in the Wider World BV Democracy NP We all learn in our own way and in our own time | Celebrating Diversity BV Tolerance NP We can cope with changes |
| Year 1 | 1) What makes me happy? What are feelings? 2) What is the difference between good secrets and bad secrets? 3) How does my behaviour affect others? | 1) What are the rules for keeping me safe in familiar and unfamiliar environments? 2) What are rules about household substances? 3) What is an emergency and what do I do? | 1) Where does food come from? 2) How do I look after my teeth? 3) How do I keep clean? | 1) Who are the people in my life who love and care for me? 2) What are the differences and similarities between people? 3) What are the similarities between girls and boys? (body parts) | 1) What are class rules? (British Values) 2) Where does our money come from? 3) What is the environment? | 1) Pupils develop feelings of self-worth & respect by focusing on how they are diff/similar to one another 2) Pupils express feelings through colours 3) Pupils think about different types of teasing & bullying & develop strategies to help them deal with bullying behaviour |
| Year 2 | 1) What is the difference between small feelings and big feelings? 2) How can I keep safe online? 3) What makes others happy? What is the difference between joking, teasing and bullying? | 1) How do medicines help us when we are unwell? 2) How do I keep safe at home? 3) What is my responsibility for keeping myself and others safe? | 1) Why do I eat? 2) Why should I be active? 3) How can I prevent diseases spreading? | 1) What is private? (body parts) 2) What happens when the body grows young to old? 3) What is fair, unfair, kind and unkind? (friendship) | 1) What groups and communities am I a part of? 2) How do we make choices about spending money? 3) How can we look after the environment? | 1) Pupils learn to value diversity through different cultures 2) Pupils recognise and deal with feelings of anger 3) Pupils develop awareness of everyone's responsibility to stop bullying |
| Year 3 | 1) How do my feelings affect my behaviour? How can I manage my feelings? 2) What are the ways we communicate online? 3) What am I good at? | 1) What happens when I breathe smoke in the air? 2) How do I recognise risks in my life? 3) What do I do in an emergency? | 1) What is a healthy diet? What is an unhealthy diet? 2) How do I keep safe in the sun? 3) Why is personal and oral hygiene important? | 1) What is personal space? 2) What does a healthy relationship look like? 3) Why is being equal important in relationships? | 1) How do rules and law protect me? 2) What is the difference between my local British communities and global communities? 3) What are the links between work and money? | 1) Pupils learn to value the similarities and differences between themselves and each other. 2) To understand that bullying is wrong and how to get help to deal with bullying. 3) Pupils learn about belonging to groups |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|--|---|--|---|
| Year | Mental and Emotional Health BV Individual Liberty | Keeping Safe BV Rule of Law | Healthy Lifestyles BV Individual Liberty | Relationships and Sex Education BV Mutual Respect and Tolerance | Living in the Wider World BV Democracy | Celebrating Diversity BV Mutual Respect and Tolerance |
| Year 4 | <ul style="list-style-type: none"> 1) What is resilience? 2) What does it mean to have responsibility over my choices and actions? 3) What is discrimination? | <ul style="list-style-type: none"> 1) How do I manage risks in my life? 2) What is self-control? 3) What is the difference between legal and illegal drugs? Are all drugs harmful? | <ul style="list-style-type: none"> 1) How do I make sure I get good quality sleep? 2) What is fuel for the body? Does all food provide the same amount? 3) How do I know if I'm physically ill? | <ul style="list-style-type: none"> 1) What is diversity? 2) Do boys and girls have different roles? 3) What changes happen to my body? | <ul style="list-style-type: none"> 1) What are the rights of the child? 2) How do we look after our money? 3) What is sustainability? | <ul style="list-style-type: none"> 1) Pupils reflect on how we make judgements about people 2) Pupils develop knowledge that stereotypes may lead to prejudice and unfairness 3) Pupils recognise how hurtful, it can be to be excluded and realise responsibility of each individual to stand up to bullying. |
| Year 5 | <ul style="list-style-type: none"> 1) What is mental health? 2) How do I negotiate and compromise? 3) How do I stay safe on a mobile or tablet? 4) How can I be happy being me? (body image) | <ul style="list-style-type: none"> 1) How do I respond to dares? 2) What are 'habits'? 3) Who or what influences me? | <ul style="list-style-type: none"> 1) How can we stop the spread of infection? 2) Why are vaccinations important? 3) Why is it important to know about nutritional content of food? | <ul style="list-style-type: none"> 1) What is puberty? 2) What are the different relationships in my life? 3) What is unwanted touch? Understanding FGM | <ul style="list-style-type: none"> 1) How and why do we make and change rules? 2) What is Fair Trade? 3) How can I combine sustainability with fair trade using my enterprise skills? | <ul style="list-style-type: none"> Real Love Rocks Health Relationships |
| Year 6 | <ul style="list-style-type: none"> 1) How can I challenge negative thoughts and feelings? 2) What is stereotyping? 3) How can the internet positively and negatively affect our mental health? | <ul style="list-style-type: none"> 1) How do drugs affect the mind and body? 2) How do I manage peer pressure? 3) What are basic emergency first aid skills? | <ul style="list-style-type: none"> 1) How is my mental and physical wellbeing connected? 2) How do I keep physically healthy? 3) Can I plan and prepare a healthy meal? | <ul style="list-style-type: none"> 1) What changes happen in my life? 2) What happens in a loving relationship and what is forced marriage? 3) How is a baby made? | <ul style="list-style-type: none"> 1) Why is it important to be critical of the media online and offline? 2) How do people manage money? 3) What do I want to be? | <ul style="list-style-type: none"> Real Love Rocks Keeping Safe |