



# **Wavendon Gate School**

## **Relationships and Sex Education Policy**

Date of last review:	January 2026
Date of next review:	January 2027
Type of policy:	Statutory/WGS
Frequency of review:	Yearly
Governor committee:	Curriculum Committee

## 1. Rationale

At Wavendon Gate School, good relationships are fundamental to our ethos. Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, sexuality and sexual health that is age appropriate. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

## 2. Aims

The aims of 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 and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

It is our values that shape how we behave, what we say and how we build relationships. At Wavendon Gate School, our half termly focus values support our RSE curriculum to build an inclusive community. Key values such as: respect, kindness, honesty, courtesy, self-belief and growth are recognised and encouraged.

## 2. Statutory requirements

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

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Wavendon Gate School, we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation – An early draft of this policy will be shared with Governors
4. Parent/stakeholder consultation – letter, policy and information sent out to parents who are invited to respond
5. Ratification – once amendments were made, the policy was shared with governors again and ratified

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum and delivery

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

We have developed the curriculum taking into account the age, development stage, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

At Wavendon Gate School, our relationship and sex education units are covered through our Personal Social Health Education (PSHE) programme which helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. Some biological aspects are covered in Science. Our RSE curriculum also supports our R.E curriculum, enabling children to reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

We ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (taught in year 5/6)
- How a baby is conceived and born (taught in year 6)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

We will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

A selection of the resources used will be shared with parents and carers prior to teaching. The resources used will be from Kapow primary, a nationally recognised scheme of work.

At all points of delivery of the curriculum, we will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils' knowledge will be assessed through short knowledge capture quizzes that take place at the start and end of each unit of work. This will enable teachers to track progress and revisit areas that pupils are unsure of. There are no formal examinations required in primary settings.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 5.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 5.2 Use of resources

We use the Kapow Learning RSE and PSHE curriculum for the basis of our planning and resources.

This scheme ensures the resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 6. Use of external organisations and materials

We will make sure that an agency and any materials used to support us in delivering the RSE curriculum are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- That the teacher is in the room during any sessions with external speakers
- Make sure Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## 7. Roles and responsibilities

### 7.1 The governing board

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

## 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

## 7.3 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
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- › Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Kerry Jarman.

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.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the sex components of the RSE curriculum which consists of two lessons delivered in year 6 (See appendix 1 for details). However, this does not include the right to withdraw from the science curriculum and aspects within pertaining to sexual reproduction within the science curriculum.

Parents wishing to withdraw their children from sex education should make this intention known to the Headteacher in writing by emailing [admin@wavendongateschool.co.uk](mailto:admin@wavendongateschool.co.uk).

In the instance that the right to withdrawal is exercised, parents/carers should be made aware that some elements of RSE could arise naturally from class discussion.

Alternative work will be given to children who are withdrawn from RSE.

## 9. Training

Staff are trained on the delivery of RSE through our continuing professional development calendar.

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

## 10. Monitoring arrangements

The delivery of RSE is monitored by the curriculum leader (Deputy Headteacher) and the PSHE lead teacher, through ongoing training, planning and resource scrutiny, and discussion.

Assessment in RSE is based upon a child's development and is monitored by class teachers. At Wavendon Gate School, we use a range of assessment materials to ensure that children are making appropriate progress, including observations and ongoing work in lessons. Pupils are expected to know and understand the matters discussed. Elements of the sex education in the science curriculum are assessed formally. Other elements of the RSE programme are assessed and evaluated using a variety of class activities. Class

teachers are responsible for ensuring that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs.

This policy will be reviewed by the Curriculum Leader annually. At every review, the policy will be approved by the governing board.

Date policy agreed:

Date Agreed:	
Signed:	
Review Date:	January 2027

## Appendix 1: Curriculum map

This is the long term overview for the entire Personal, Social and Health Education (PSHE) curriculum for our school. It includes the lessons on Relationships and Sex Education (RSE). These have been highlighted in **green** for each year group. There are only two lessons in Year 6 that are not statutory lessons and parents have the right to withdraw their children from these.

EYFS	Autumn		Spring		Summer	
	<b><u>Self-Regulation:</u></b> My Feelings L1: Identifying my feelings. L2: To identify and express my feelings L3: Coping Strategies L4: Describing feelings L5: Facial expressions	<b><u>Building Relationships:</u></b> My family and friends. L1: Festivals L2: Sharing L3: What makes a good friend? L4: Being a good friend L5: Teamwork	<b><u>Self-Regulation:</u></b> Listening and following instructions. L1: The importance of listening carefully L2: Listening carefully to stories. L3: The importance of listening carefully and telling the truth L4: Persevering when instructions are difficult L5: Following and giving instructions.	<b><u>Building Relationships:</u></b> Special Relationships L1: My family L2: Special people L3: Sharing L4: I am unique L 5: My interests L6: Similarities and differences	<b><u>Managing Self:</u></b> Taking on challenges L1: Why do we have rules? L2: Building towers L3: Team den building L4: Grounding L5 Team races L6 To learn new skills, showing resilience and perseverance in the face of challenge.	<b><u>Managing Self:</u></b> My Wellbeing L 1: What is exercise? L 2: Yoga and relaxation. L3: Looking after ourselves. L4: Being a safe pedestrian. L5: Eating healthily. L6: A rainbow of food.
Year 1						
Week	Autumn		Spring		Summer	
Introduction	<a href="#">Introduction: Setting ground rules for RSE&amp; PSHE</a>					
1	<a href="#">Family and relationships (7 lessons)</a> Lesson1: What is family?		Lesson 6: Sun safety		Lesson 2: Caring for others: Animals	
2	Lesson 2: What are friendships?		Lesson 7: Allergies		★ Extend the unit by visiting a farm or zoo to learn more about animal care.	



3	Lesson3: Recognising Other People's Emotions	Lesson8: People who help keep us healthy	Lesson3: The needs of others
4	Lesson 4: Working with others	<u>Safety and the changing body</u> (8 lessons) Lesson 1: Adults in school	Lesson4: Similar, yet different
5	Lesson 5: Friendship problems	Lesson 2: Adults outside school	Lesson 5: Belonging
6	Lesson 6: Healthy friendships	Lesson 3: Getting lost	Lesson 6: Democratic decisions
7	Lesson 7: What is meant by a stereotype?	Lesson4: Making an emergency phone call	<u>Economic wellbeing</u> (5 lessons) Lesson 1: What is money
8	<u>Health and wellbeing</u> (8 lessons) Lesson1: Understanding My emotions	Lesson 5: Understanding what is appropriate contact or unacceptable contact (hair pulling, cuddling, kissing, biting)	Lesson2: Keeping money safe
9	Lesson2: What am I like?	Lesson6: Safety With household substances e.g. bleach and washing powers	Lesson 3: What is a bank
10	Lesson3: Ready for bed	Lesson 7: Safety at home	Lesson 4: Saving and spending
11	Lesson4: Relaxation	Lesson8: People who help keep us safe	Lesson 5: Jobs in School
12	Lesson5: Handwashing and personal hygiene	<u>Citizenship</u> (6 lessons) Lesson 1: Rules	Lesson 6: Jobs out of school
Transition			Lesson 7: Helping to prepare for change

Year 2			
Week	Autumn	Spring	Summer
Introduction	<u>Introduction: Setting ground rules for RSE&amp; PSHE</u>		

1	<b>Family and relationships (7 lessons)</b> Lesson 1: Families offer stability and love	Lesson 6: Healthy diet	Lesson 2: Our school environment
2	Lesson 2: Families are all different	Lesson 7: Looking after our teeth	Lesson 3: Our Local environment
3	Lesson 3: Other people's feelings	<b>Safety and the changing body (8 lessons)</b> Lesson 1: Introduction to the internet	Lesson 4: Job roles in our local community
4	Lesson4: Unhappy friendships	Lesson 2: Communicating online	Lesson 5: Similar yet different-my local community
5	Lesson 5: Introduction to manners and courtesy	Lesson3: Secrets and Surprises	Lesson6: School council
6	Lesson 6: Change and loss	Lesson 4: Appropriate contact: My private parts- understand the concept of privacy	Lesson7: Giving My opinion ★ Extend the unit by putting into practice some of the improvements to the school environment from lesson 2 (e.g. plant flowers, litter picking, cleaning)
7	Lesson 7: Gender Stereotypes: Careers and jobs	Lesson 5: Appropriate contact: My private parts are private	<b>Economic wellbeing (5 lessons)</b> Lesson 1: Where does money come from
8	<b>Health and wellbeing (7 lessons)</b> Lesson 1: Experiencing different emotions	Lesson6: Respecting Personal boundaries	Lesson2: Exploring wants and needs
9	Lesson2: Being active	Lesson 7: Road Safety	Lesson3: Exploring wants
10	Lesson3: Relaxation: Breathing Exercise	Lesson8: Crossing roads safely	Lesson4: Bank cards and accounts
11	Lesson 4: Steps to success	Lesson9: Staying safe with medicine	Lesson 5: My skills and talents
12	Lesson 5: Developing a growth mindset	<b>Citizenship (7 lessons)</b> Lesson1: Rules beyond school	Lesson 6: Everyone is welcome
Transition			Lesson 7: Changes, moving to a new year group

Year 3			
Week	Autumn	Spring	Summer
Introduction	<a href="#">Introduction: Setting ground rules for RSE&amp; PSHE</a>		
1	<a href="#">Family and relationships (8 lessons)</a> Lesson 1: Healthy families	Lesson 5: Resilience breaking down barriers	Lesson 2: Rights and responsibilities
2	Lesson 2: Friendship conflict	Lesson 6: Communicating my feelings	Lesson3: Recycling
3	Lesson 3: Friendship conflict versus bullying	Lesson 7: Diet and dental health	Lesson4: Local community groups
4	Lesson 4: Effective communication	<a href="#">Safety and the changing body (8 lessons)</a> Lesson 1: First Aid: Emergencies and calling for help	Lesson 5: Charity
5	Lesson 5: Learning who to trust	Lesson 2: First Aid: Bites and stings	Lesson6: Local democracy
6	Lesson 6: Respecting differences in others	Lesson 3: Be kind online	Lesson 7: Rules ★ Extend the unit by setting up a mock election to demonstrate how Democracy works
7	Lesson7: Stereotyping: To recognise that stereotypes exist	Lesson 4: Cyberbullying	<a href="#">Economic: wellbeing (6 lessons)</a> Lesson1: How can we play for something: Ways of paying
8	Lesson 8: Stereotyping: To recognise that stereotypes exist based on different factors	Lesson5: Fake emails	Lesson 2: Budgeting
9	<a href="#">Health and wellbeing (7 lessons)</a> Lesson 1: My healthy diary	Lesson 6: Making choices	Lesson 3: Understanding our feelings about money, how spending affects others
10	Lesson2: Relaxation and stretches	Lesson7: Influences	Lesson 4: Impact of spending
11	Lesson 3: Wonderful me	Lesson8: Keeping safe out and about	Lesson5: Jobs and careers
12	Lesson 4: My superpowers	<a href="#">Citizenship (7 lessons)</a> Lesson 1: Rights of the child	Lesson6: Careers: Can anyone be anything
Transition			<a href="#">Lesson</a> Coping strategies

Year 4			
Week	Autumn	Spring	Summer
Introduction	<a href="#">Introduction: Setting ground rules for RSE&amp; PSHE</a>		
1	<a href="#">Family and relationships (8 lessons)</a> Lesson 1: Respect and manners	Lesson 5: My happiness	<a href="#">Citizenship (6 lessons)</a> Lesson1: What are human rights?
2	Lesson 2: Healthy friendships	Lesson6: Emotions	Lesson 2: Caring for the environment
3	Lesson 3: How my behaviour affects others	Lesson 7: Mental health- Understanding	Lesson 3: Community
4	Lesson4: Bullying -Understanding its impact	<a href="#">Safety and the changing body (8 lessons)</a> Lesson1: Internet safety: Age restrictions	Lesson 4: Contributing
5	Lesson5: Stereotypes: Exploring stereotypes in fictional characters	Lesson 2: Share aware	Lesson 5: Diverse communities
6	Lesson 6: Stereotypes: Disability	Lesson 3: First Aid: Asthma	Lesson 6: Local councilors
7	Lesson 7: Families in the wider world	Lesson 4: Privacy and secrecy- Understand the difference between secrets and privacy	<a href="#">Economic wellbeing (6 lessons)</a> Lesson 1: Value for money: Spending choices
8	Lesson 8: Change and loss	Lesson 5: Consuming information online	Lesson2: Keeping track of money
9	<a href="#">Health and wellbeing (7 lessons)</a> Lesson 1: Looking after our teeth	Lesson6: Growing up - To recognise that change is part of growing up	Lesson3: Looking after money
10	Lesson 2: Relaxation: Visualisation	Lesson7: Introducing puberty	Lesson4: Influences on career choice

11	Lesson3: Celebrating mistakes	Lesson 8: Tobacco	Lesson 5: Changing jobs
12	Lesson 4: Meaning and purpose: My role		Lesson6: Workplace equality
Transition			Lesson7: Setting goals

Year 5			
Week	Autumn	Spring	Summer
Introduction	<a href="#">Introduction: Setting ground rules for RSE&amp; PSHE</a>		
1	<a href="#">Family and relationships (8 lessons)</a> Lesson1: Build a friend	Lesson5: Taking responsibility for my feelings	Lesson 3: Protecting the planet
2	Lesson 2: Friendship skills	Lesson6: Healthy meals	Lesson 4: Contributing to the community
3	Lesson 3: Marriage	Lesson 7: Sun safety	Lesson5: Public pressure groups - Keep Britain Tidy
4	Lesson4: Respecting myself	<a href="#">Safety and the changing body (7 lessons)</a> Lesson1: Online friendships	Lesson6: Parliament
5	Lesson 5: Family life	Lesson2: Staying safe online	
6	Lesson6: Bullying- How to get help	Lesson 3: Puberty - Understanding physical changes	<a href="#">Economic wellbeing (5 lessons)</a> Lesson1: How can we make our money stretch further
7	Lesson 7: Stereotyping: gender, recognising how attitudes have changed	Lesson 4: Menstruation- Understanding the menstrual cycle	Lesson2: Budgeting- how to budget for a week
8	Lesson8: Stereotypes: Race and religion	Lesson5: Emotional changes in puberty	Lesson3: Borrowing and loans

9	<u>Health and wellbeing (7 lessons)</u> Lesson 1: Relaxation: Yoga stretches	Lesson 6: First Aid: Bleeding and head injuries	Lesson 4: Risks: Handling money online
10	Lesson 2: The importance of rest	Lesson 7: Alcohol, drugs and tobacco: Making decisions	Lesson 5: Why challenge workplace stereotypes?
11	Lesson3: Embracing failure	<u>Citizenship (7 lessons)</u> Lesson1: Breaking the law	Lesson 6: Finding a suitable career.
12	Lesson4: Going for goals	Lesson 2: Rights and responsibilities	
Transition			<u>Lesson</u> Roles and responsibilities

Year 6			
Week	Autumn	Spring	Summer
Introduction	<u>Introduction: Setting rules and signposting</u>		
1	<u>Family and relationships (8 lessons)</u> Lesson 1: Respect	Lesson7: Understand how habits can be good or bad for our health	Lesson 3: Caring for others
2	Lesson 2: Respectful relationships	Lesson 8: Physical health concerns	Lesson 4: Prejudice and discrimination
3	Lesson 3: Stereotypes: Attitudes	<u>Safety and the changing body (8 lessons)</u> Lesson1: Alcohol	Lesson 5: Valuing diversity
4	Lesson 4: Challenging stereotypes	Lesson 2: Critical digital consumers	Lesson 6: National democracy
5	Lesson 5: Resolving conflict	Lesson 3: Social media- Understand that online relationships should be treated the same as face to face relationships	<u>Economic wellbeing(6 lessons)</u> Lesson 1: Navigating feelings about money

6	Lesson 6: Change and loss	Lesson 4: Physical and emotional changes of <b>puberty</b>	Lesson2: Keeping money safe
7	<b>Health and wellbeing (8 lessons)</b> Lesson 1: What can I be?	Lesson 5: Conception <b>Parents have a right to withdraw their child from this lesson</b>	Lesson 3: What money responsibilities are there at secondary school.
8	Lesson 2: Relaxation: Mindfulness	Lesson 6: Pregnancy and birth <b>Parents have a right to withdraw their child from this lesson</b>	Lesson4: The risks of gambling
9	Lesson3: Taking responsibility for my health	Lesson 7: First Aid: Choking	Lesson 5: Workplace environments
10	Lesson 4: The impact of technology on health	Lesson 8: First Aid: Basic life support	Lesson 6: Career routes
11	Lesson 5: Resilience toolbox	<b>Citizenship (6 lessons)</b> Lesson1: Human rights	<b>Identity (2 lessons)</b> Lesson 1: What is identity?
12	Lesson 6: Immunisation	Lesson 2: Food choices and the environment	Lesson 2: Identity and body image
Transition			<b>Transition lesson (1) Lesson 1</b> Dealing with change, moving to secondary school

## Appendix 2: Key learning for PSHE and RSE for each year group

### Year 1

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.

### Year 2

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.

### Year 3

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.



## Year 4

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.

## Year 5

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.

## Year 6

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available.
				Identity
				Two lessons on the theme of personal identity and body image.

