



Wavendon Gate School

Relationships, Sex and Health Education Policy

Date of last review:	September 2026
Date of next review:	September 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 (RSHE) 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. RSHE 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 (RSHE) 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 RSHE 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 RSHE, 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 RSHE 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

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

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 RSHE 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
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

6. Delivery of RSHE

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and 6 will be taught in line with the National Curriculum for science, and 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)
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

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.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school 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 RSHE 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.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- 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

6.2 Use of resources

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

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the 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 a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs
 - 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 and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- 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
- Make sure that the teacher is in the room during any sessions with external speakers
- 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
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

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. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE 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-statutory/non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes

- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- 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 RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the [non-statutory/non-science] parts of sex education.

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.

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

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

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in 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 RSHE.

11. Monitoring arrangements

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

Assessment in RSHE 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 RSHE 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:	September 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 (RSHE). 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	
	<u>Self-Regulation:</u> My Feelings L1: Identifying my feelings. L2: To identify and express my feelings L3: Coping Strategies L4: Describing feelings L5: Facial expressions	<u>Building Relationships:</u> My family and friends. L1: Festivals L2: Sharing L3: What makes a good friend? L4: Being a good friend L5: Teamwork	<u>Self-Regulation:</u> 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.	<u>Building Relationships:</u> Special Relationships L1: My family L2: Special people L3: Sharing L4: I am unique L 5: My interests L6: Similarities and differences	<u>Managing Self:</u> 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.	<u>Managing Self:</u> 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	Introduction: Setting ground rules for RSHE& PSHE					
1	Family and relationships (7 lessons) 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 (8 lessons)</u> 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 (5 lessons)</u> Lesson 1: What is money
8	<u>Health and wellbeing (8 lessons)</u> 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 (6 lessons)</u> 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 RSHE& PSHE</u>		

1	Family and relationships (7 lessons) 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	Safety and the changing body (8 lessons) 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	Economic wellbeing (5 lessons) Lesson 1: Where does money come from
8	Health and wellbeing (7 lessons) 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	Citizenship (7 lessons) 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	Introduction: Setting ground rules for RSHE& PSHE		
1	Family and relationships (8 lessons) 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	Safety and the changing body (8 lessons) 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	Economic: wellbeing (6 lessons) 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	Health and wellbeing (7 lessons) 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	Citizenship (7 lessons) Lesson 1: Rights of the child	Lesson6: Careers: Can anyone be anything
Transition			Lesson Coping strategies

Year 4			
Week	Autumn	Spring	Summer
Introduction	Introduction: Setting ground rules for RSHE& PSHE		
1	Family and relationships (8 lessons) Lesson 1: Respect and manners	Lesson 5: My happiness	Citizenship (6 lessons) 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	Safety and the changing body (8 lessons) 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	Economic wellbeing (6 lessons) Lesson 1: Value for money: Spending choices
8	Lesson 8: Change and loss	Lesson 5: Consuming information online	Lesson2: Keeping track of money
9	Health and wellbeing (7 lessons) 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	Introduction: Setting ground rules for RSHE& PSHE		
1	Family and relationships (8 lessons) 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	Safety and the changing body (7 lessons) 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	Economic wellbeing (5 lessons) 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 puberty	Lesson2: Keeping money safe
7	Health and wellbeing (8 lessons) Lesson 1: What can I be?	Lesson 5: Conception Parents have a right to withdraw their child from this lesson	Lesson 3: What money responsibilities are there at secondary school.
8	Lesson 2: Relaxation: Mindfulness	Lesson 6: Pregnancy and birth Parents have a right to withdraw their child from this lesson	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	Citizenship (6 lessons) Lesson1: Human rights	Identity (2 lessons) Lesson 1: What is identity?
12	Lesson 6: Immunisation	Lesson 2: Food choices and the environment	Lesson 2: Identity and body image
Transition			Transition lesson (1) Lesson 1 Dealing with change, moving to secondary school

Appendix 2: Key learning for PSHE and RSHE 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.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity 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, moderate and/or vigorous physical activity • 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	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • 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)

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	• 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)