Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

Kirklees primary school policy

Date of Kirklees policy (12.10.20)

Hanging Heaton CE (VC) J&I School

Approved/adopted by	Samantha McGee	14.10.20
Last reviewed by/on	Samantha McGee	14.10.20
Next review date due by	September 2021	

The policy is informed by **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE,2019)**

The rationale for a Kirklees RSHE policy

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11). There is no requirement to include health education.

- This document is designed to support schools in developing or updating their policy for relationships, sex, and health education (RSHE).

- The policy is underpinned by the values and principles outlined in the **Kirklees Charter for RSHE** (Appendix 1).

- The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised, and delivered. It will also outline the content for sex education if the school chooses to teach this.

- This policy will be known as the Kirklees RSHE policy. Schools can adopt, rename, or amend the policy name as appropriate.

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What is required: policy check list – minimum requirements (DfE checklist, para 16, page 11-12)

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:
- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education.
- Confirmation of the review date.

Legislation and statutory guidance

At **Hanging Heaton CE (VC) J&I School,** we are required to provide relationship education and health education to all pupils.

The policy has due regard to the following legislation and guidance:
- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,* whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life…*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth)**.**
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children, staff, parents and Governors)
SUPORT	Share the policy, resources and activities. Help parents complement the teaching in school

The RSHE policy at **Hanging Heaton CE (VC) J&I School**, has been developed following consultation with the whole school community. The process of policy development involved the following steps:
- A lead member of staff and/or RSHE working group reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Statement of intent

It is with the Christian foundation of our school in mind that this policy has been written and agreed.

This policy has been designed with the Christian Values of the school - **Hope, Service, Humility, Justice, Generosity and Perseverance** - and is underpinned by the School Vision:

"Let all that you do be done in love" I Corinthians 16:14

in terms of:

•   Love for learning.
•   Love for ourselves.
•   Love for one another.
•   Love for our world.

This policy outlines the approach to relationships, sex and health education (RSHE) at **Hanging Heaton CE (VC) J&I School.** It is underpinned by the **Kirklees Charter for RSHE** (principles and values) and complements the vision/value/ethos of **Hanging Heaton CE (VC) J&I School.**

Relationships, sex, and health education is important at **Hanging Heaton CE (VC) J&I School** because it:

• Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
• Gives pupils the knowledge they need to make informed decisions about their health and well-being.
• Supports pupils' skills to recognise positive, healthy, and respectful relationships.
• Helps to safeguard pupils, so they can find and access help and support.
• Teaches pupils' tolerance, the importance of equality, and respect for diversity.
• Develops pupils' self-respect and self-worth, confidence, and empathy.
     All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in **Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)**

Roles and responsibilities

a. The Governing Board
• Ensure the school meets its statutory requirements in relation to relationships and sex education.
• Approve the RSHE policy.
• Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).
b. The Headteacher
• The development and implementation of the RSHE policy.

- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

c. Lead teacher for RSHE
- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d. SENCO
- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

e. All teachers of RSHE
- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.

The RSHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed curriculum content at Hanging Heaton CE (VC) J&I School

- The RSHE curriculum has been organised in line with the statutory requirements outlined in **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE,2019)**
- DfE update **DfE communication to schools on RSHE implementation** (update, June 2020)

RHE Statutory Content Summary (Primary School)
There is no statutory content for sex education.

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
• Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe	• Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty and menstruation)

- The content of the RSHE curriculum at **Hanging Heaton CE (VC) J&I School** is informed by:

  ❖ National guidance and evidence-based research about RSHE/PSHE ed.
  ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
  ❖ Relevant health and other data (both local and national).
  ❖ The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd). **Annex B Suggested Resources DfE, 2019)**
- **Hanging Heaton CE (VC) J&I School** has adopted **PSHE Association: programme of study.** This programme of study is a suggested DfE resource (**Annex B Suggested Resources DfE, 2019)**
- This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader PSHE ed programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World.

Hanging Heaton CE (VC) J&I School has developed medium terms plans based on the PSHE Association question based/thematic programme builders **[PSHE Association: statutory tools](#)**.

- The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum by contacting the Headteacher or PSHE lead.

Sex Education
- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

At Hanging Heaton CE (VC) J&I School we have a programme of sex education that follows the Medway Schools lesson plans, produced in association with the PSHE Association. These may be supplemented by teachers with additional resources from (but not limited to) the Living and Growing scheme of work, Betty Education (menstruation) and BBC Ask Lara.

Appendix 4 outlines the sex education content at **Hanging Heaton CE (VC) J&I School.**

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

The delivery of the RSHE curriculum:

- Relationships, sex and health education (RSHE) will be taught by class teachers in a number of ways: as a weekly discrete subject within the personal, social health and economic (PSHE) curriculum/programme; cross-curricular teaching; skills for living/character curriculum sessions; assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- The PSHE Co-ordinator produces a Long Term Plan each year which identifies which objectives are to be taught across each half term. In addition there is a Progression Map for PSHCE which show in which year group specific objectives are taught and which skills are acquired.
- RSHE teaching will promote:
  - ❖ equality and challenge all forms of prejudice and discrimination.
  - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

Involvement of Children

At Hanging Heaton VC C of E Junior and Infant School we place emphasis on active learning by including the children in discussions, investigations and problem solving

activities. Children take part in a range of practical activities that promote active citizenship, e.g. Charity Fundraising, eco warrior work and planning the Christmas fair.

We also offer the children the opportunity to hear visiting speakers and to work with people from other agencies. We also work with other representatives from local Churches who visit school to talk about their role in creating a supporting and positive local community.

Early Years/Foundation Stage

In the early years/foundation stage we teach PSHE through the six areas of learning: in particular Personal, Social and Emotional Development (PSED) and SEAL. The objectives of the curriculum are set out to meet the early learning goals.

Assessment and Monitoring

A progression map ensures that pupils' learning is in line with their year group expectations, despite being in mixed aged classes. Special consideration is shown to our SEND pupils to ensure that the lessons are fully inclusive and that learning is accessed at the appropriate level. Pupil tracking grids are completed termly by class teachers. These contain attainment descriptors for teachers to assess whether the child is emerging, expected or exceeding for each statement. This helps to form an overall judgement at the end of the academic year. Statements may be revisited over the course of the Key Stage.   Attainment levels are reported to parents at the end of each year in the annual report to parents.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.
- In RSHE lessons:
  - ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
  - ❖ Teachers will agree with pupils the limits of confidentiality.
  - ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.

❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

- A lead member of staff and/or RSHE working group reviewed the current provision.
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- A draft policy, DfE guidance, frequently asked questions and information about RSHE was initially shared with a working group of stakeholders stakeholders (children, staff, parents, and governors) for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy and curriculum was amended as appropriate.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website

Parents
Parental engagement is informed by:
DfE Parental engagement
DfE: Relationships education, relationships and sex education (RSE) and health education: FAQs
DfE: Relationships, sex and health education: guides for parents
PSHE Association: Guide to parental engagement

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at **Hanging Heaton CE (VC) J&I School** is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
  - At **Hanging Heaton CE (VC) J&I School,** we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
- ❖ The content of the RSHE curriculum.

- The delivery of the RSHE/curriculum (including examples of the resources used).
- How to support/complement RSHE teaching at home.
- How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.

- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.
- Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex.

The right to be excused from sex education

- Science, relationships, and health education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the Headteacher to '*discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'.

Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).

- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).
- The parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review
- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

![Kirklees Council logo]

Appendix 1: Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE.

Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.

6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.

7. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.

8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).

9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.

10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.

11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.

12. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.

13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.

14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.

15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.

16. RSHE lessons will encourage participation by using a variety of teaching approaches.

17. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.

18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
19. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.
20. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools)* and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.

Appendix 2: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

Families and people who care for me
By the end of primary school, pupils will know:
- That families are important for them 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
By the end of primary school, pupils will know:
- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships
By the end of primary school, pupils will know:
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.

- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships
By the end of primary school, pupils will know:
- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe
By the end of primary school, pupils will know:
- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing
(DfE, para 96/page 32)

Mental Wellbeing
By the end of primary school pupils will know:
- 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, and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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
By the end of primary school, pupils will know:
- 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.
- 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.
- How to recognise and display respectful behaviour online.
- 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 (inclusive of that from search engines) is ranked, selected, and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness
By the end of primary school, pupils will know:
- The 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 by 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
By the end of primary school, pupils will know:
- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco
By the end of primary school, pupils will know:
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention
By the end of primary school, pupils will know:
- 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 and viruses, how they are spread and treated, and the importance of hand washing.

- The facts and science relating to immunisation and vaccination.

Basic First Aid
By the end of primary school, pupils will know:
- 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.
By the end of primary school, pupils will know:
- 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 and key facts relating to the menstrual cycle.

Appendix 3: The RSHE curriculum at Hanging Heaton CE (VC) J&I School

- The DfE [Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education](#) sets out what schools must cover in primary schools from September 2020.
- The [PSHE Association programme of study](#) (Key Stages 1–5) is a national programme of study and a suggested DfE resource. **Hanging Heaton CE (VC) J&I School** has adopted this programme of study.
- It has three core themes: Health and Wellbeing; Relationships; and Living in the Wider World.
- This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.
- An overview of the theme for each half term is outlined below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World: Being a responsible citizen	**Relationships: Social**	**Health and Wellbeing: Physical**	**Relationships: Emotional**	**Living in the Wider World: Economic Wellbeing**	**Health and Wellbeing: Sex and Relationships**
Class 1	Taking part and belonging	Me and my friends	Healthy me	Feelings	My money	My special people
Class 2	Being responsible	Getting on and falling out	Safety first	Think positive	Keeping money safe	Growing up – human lifecycle Everybody's body
Class 3	Being a good citizen	Supporting friends and other people	What keeps me healthy and safe?	Taking more control	Let's go shopping	What makes a good friend? Falling out with friends
Class 4	Britain – laws, values, community, identity	Being strong	Weighing up risk	Dealing with feelings (inc media)	Borrowing and earning money	Puberty: Time to change Menstruation and wet dreams Personal hygiene Emotions and feelings
Class 5	Identity, society and equality Human rights	Stereotypes, discrimination and prejudice	Different influences	Healthy minds (inc media)	Money and my future	Puberty: Recap and review Change and becoming independent Positive and healthy relationships How babies are made

Class 1 LTP

Autumn 1 – Taking Part and Belonging
Objectives:
• how to contribute to the life of the classroom
• to help construct, and agree to follow, group and class rules and to understand how these rules help them
• **that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)**
• **that they belong to various groups and communities such as family and school**
British Values:
• Distinguishing right from wrong/ respecting the law
• Ensuring all pupils have a voice
• Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Me and my friends
Objectives:
• **how to treat themselves and others with respect; how to be polite and courteous**
• **to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say**
• **that there are different types of teasing and bullying, that these are wrong and unacceptable**
• **how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help**
• **to identify their special people (family, friends, carers), what makes them special and how special people should care for one another**
• **that people's bodies and feelings can be hurt by words and actions (including what makes them feel comfortable and uncomfortable); that people can say hurtful things online**
• **to recognise what is fair and unfair, kind and unkind, what is right and wrong**
• **to recognise how their behaviour affects other people**
• **to identify and respect the differences and similarities between people**
• **to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)**
• to offer constructive support and feedback to others
British Values:
• Distinguishing right from wrong/respecting the law
• Freedom of belief
• Focusing on identifying & combatting discrimination
• Ensuring all pupils have a voice
• Nurturing a school ethos with effective relationships

- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- School ethos based on effective school relationships

Spring 1 – Healthy Me

Objectives:
- **about how the internet and digital devices can be used safely to find things out and to communicate with others**
- **about rules and age restrictions that keep us safe**
- **about the role of the internet in everyday life**
- **rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, road safety, cycle safety and safety in the environment (including rail, water and fire safety))**
- **basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them**
- **to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'**
- to recognise what they like and dislike, **how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences**
- **what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating**
- **the importance of and how to maintain personal hygiene**
- **about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them**
- **how to respond safely to adults they don't know**
- **about knowing there are situations when they should ask for permission and also when their permission should be sought**

British Values:
- Acquiring knowledge and respect for public institutions
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- School ethos based on effective school relationships

Spring 2 – Feelings

Objectives:
- **about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings**
- **to communicate their feelings to others, to recognise how others show feelings and how to respond**
- **to recognise what makes them special**

- **to identify what they are good at, what they like and dislike**
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

British Values:
- Teaching that freedom of belief is protected in law
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence

Summer 1 – My money

Objectives:
- Understand money comes from different sources
- Know the value of coins and notes used in Britain
- Begin to understand the cost of everyday items
- Keep simple financial records e.g. amount of money in money box
- Be aware of the difference between a need and a want
- Consider choices and make informed decisions about spending money

British Values:
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 2 – My Special People

Teach Medway lesson: My special people
NSPCC PANTS resource

Objectives:
- **to identify common features of family life**
- **how to respond safely to adults they don't know**
- **about knowing there are situations when they should ask for permission and also when their permission should be sought**
- **about the process of growing from young to old and how people's needs change**
- **to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)**
- **to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private**

- **the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid**
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

British Values:
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Develop self-knowledge, esteem & confidence

Class 2 LTP

<table>
<tr><td colspan="1" align="center">**Autumn 1 – Being responsible**</td></tr>
<tr><td>
Objectives:
- how to contribute to the life of the classroom
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- **that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)**
- **about the different groups they belong to**
- **that they belong to various groups and communities such as family and school**
- what improves and harms their local, natural and built environments and about some of the ways people look after them
</td></tr>
<tr><td>
British Values:
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice
- Nurturing pupils who accept responsibility, show initiative, contribute positively
</td></tr>
<tr><td align="center">**Autumn 2 – Getting on and falling out**</td></tr>
<tr><td>
Objectives:
- **how to treat themselves and others with respect; how to be polite and courteous**
- **to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say**
- **that there are different types of teasing and bullying, that these are wrong and unacceptable**
- **how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help**
- **to identify their special people (family, friends, carers), what makes them special and how special people should care for one another**
- **that people's bodies and feelings can be hurt by words and actions (including what makes them feel comfortable and uncomfortable); that people can say hurtful things online**
- **to recognise what is fair and unfair, kind and unkind, what is right and wrong**
- **to recognise how their behaviour affects other people**
- **to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)**
- **to identify and respect the differences and similarities between people**
- **that they belong to various groups and communities such as family and school**
- **that sometimes people may behave differently online, including by pretending to be someone they are not**
- **that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult**
</td></tr>
<tr><td>
British Values:
</td></tr>
</table>

- Distinguishing right from wrong/respecting the law
- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- School ethos based on effective school relationships

Spring 1 – Safety first

Objectives:
- **about how the internet and digital devices can be used safely to find things out and to communicate with others**
- **about rules and age restrictions that keep us safe**
- **about the role of the internet in everyday life**
- **that not all information seen online is true**
- **to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'**
- **rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, road safety, cycle safety and safety in the environment (including rail, water and fire safety))**
- **basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them**
- to recognise what they like and dislike, **how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences**
- **what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health**
- **that household products, including medicines, can be harmful if not used properly**
- **how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others**
- **that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy**
- **about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them**
- **about what to do if there is an accident and someone is hurt**
- **how to get help in an emergency (how to dial 999 and what to say) ***Use this resource https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/ *****

- **what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard**
- **how to respond safely to adults they don't know**
- **basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe**
- **about knowing there are situations when they should ask for permission and also when their permission should be sought**
- **that sometimes people may behave differently online, including by pretending to be someone they are not**
- **that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult**

British Values:
- Acquiring knowledge and respect for public institutions
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 2 – Think Positive

Objectives:
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- to offer constructive support and feedback to others
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- **about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings**
- **to communicate their feelings to others, to recognise how others show feelings and how to respond**
- **different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good**
- **to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it**
- **to recognise what makes them special**
- **to identify what they are good at, what they like and dislike**
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

British Values:
- Teaching that freedom of belief is protected in law
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence

Summer 1 – Keeping money safe

Objectives:
- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices
- begin to understand why we need to work to earn money when we are older
- explore choices and make decisions about spending money
- begin to understand we may not always be able to have things we want
- choose places to keep money safe and why and begin to understand the consequences of losing money and how it might make me feel
- understand why saving up for something might be an appropriate choice to make

British Values:
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 2 – Growing up: the human lifecycle, Everybody's body

Teach Medway lessons: Growing up: the human lifecycle and Everybody's Body
NSPCC PANTS resource

Objectives:
- **to identify common features of family life**
- **about the process of growing from young to old and how people's needs change**
- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- **how to respond safely to adults they don't know**
- **about knowing there are situations when they should ask for permission and also when their permission should be sought**
- **to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)**
- **basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe**
- **to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private**
- **the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid**

British Values:
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice

- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Class 3 LTP

Autumn 1 – Being a good citizen

Objectives:
- **why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations** and how to take part in making and changing rules
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to work collaboratively towards shared goals

British Values:
- Teaching on democracy, and how it works
- Learning how citizens can influence democratic process
- Using opportunities to hold mock elections
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice, eg school council
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Supporting friends and other people

Objectives:
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- **to recognise and challenge stereotypes**
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- **that their actions affect themselves and others**
- **to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves**
- **to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)**
- **to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)**
- **about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)**
- to recognise and manage 'dares'
- **the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'**

- **to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities**
- **the importance of seeking support if feeling lonely or excluded**
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

British Values:
- Distinguishing right from wrong/respecting the law
- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

<div style="background-color:red; text-align:center">Spring 1 – What keeps me healthy and safe?</div>

Objectives:
- **how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know**
- **school rules about health and safety, basic emergency aid procedures (making 999 calls, bites and stings, asthma)***, where and how to get help ***You must use resources from the British Red Cross https://firstaidchampions.redcross.org.uk/ or St John's Ambulance https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ for teaching First Aid*****
- **strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail and water safety) and safety online (including social media and the responsible use of ICT**
- **the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others**
- **about people who are responsible for helping them stay healthy and safe and ways that they can help these people**
- **begin to understand the concept of a 'balanced lifestyle'**
- **about what good physical health means; how to recognise early signs of physical illness**
- **to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet**
- **how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed**
- **that bacteria and viruses can affect health and that following simple routines can reduce their spread**
- what is meant by the term 'habit' and why habits can be hard to change
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- **which, why and how, commonly available substances and drugs (including alcohol and tobacco and 'energy drinks') could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others** *****focus on smoking/tobacco*****
- **to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong**
- **what positively and negatively affects their physical, mental and emotional health (including the media)**
- **recognise ways in which the internet and social media can be used both positively and negatively**
- to differentiate between the terms, 'risk', 'danger' and 'hazard'

British Values:
- Acquiring knowledge and respect for public institutions
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- School ethos based on effective relationships
- Distinguishing right from wrong/ respecting the law

Spring 2 – Taking more control

Objectives:
- **the importance of seeking support if feeling lonely or excluded**
- **to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others**
- **to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view**
- **to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships**
- to recognise and respond appropriately to a wider range of feelings in others
- **how their body will, and emotions may, change as they approach and move through puberty**
- **to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement

British Values:
- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence

• Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 1 – My money

Objectives:
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- know that I can pay for things in a range of different ways
- plan and track my spending and saving
- know some things are better value for money than others
- understand it may not be possible to have everything I want straight away, if at all

British Values:
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Acquiring knowledge and respect for public institutions

Summer 2

Teach Medway lessons What makes a good friend? and Falling out with Friends

Objectives:
- **about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)**
- **to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them**
- **about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.**
- **to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships**
- **to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.**
- **to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,**
- **that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment**
- **to judge what kind of physical contact is acceptable or unacceptable and how to respond**

British Values:
- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law

- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Class 4 LTP

Autumn 1 – Britain – laws, values, community, identity

Objectives:
- **why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations** and how to take part in making and changing rules
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- to work collaboratively towards shared goals
- to think about the lives of people living in other places, and people with different values and customs
- what being part of a community means, and about the varied institutions that support communities locally and nationally

British Values:
- Teaching on democracy, and how it works
- Acquiring knowledge and respect for public institutions
- Learning how citizens can influence democratic process
- Using opportunities to hold mock elections
- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Ensuring all pupils have a voice, eg school council
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Friendships

Objectives:
- **the importance of seeking support if feeling lonely or excluded**
- **to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves**
- **to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)**
- **to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)**
- **about seeking and giving permission (consent) in different situations**
- to recognise and manage 'dares'

- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- **to recognise and challenge stereotypes**
- **the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'**
- **to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities**
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- **to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships**
- **to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.**
- **to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,**
- **to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own**

British Values:
- Distinguishing right from wrong/respecting the law
- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 1 – Weighing up risk

Objectives:
- **where to get advice and report concerns if worried about their own or someone else's personal safety (including online)**
- **school rules about health and safety, basic emergency aid procedures (making 999 calls, burns, bleeding, head injury)***, where and how to get help ***You must use resources from the British Red Cross https://firstaidchampions.redcross.org.uk/ or St John's Ambulance https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ for teaching First Aid*****
- **how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (see above)**
- **strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones and safe user habits (time limits, turning it off at night etc.))**
- **the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others**

- **that bacteria and viruses can affect health and that following simple routines can reduce their spread**
- **how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed**
- what is meant by the term 'habit' and why habits can be hard to change
- **which, why and how, commonly available substances and drugs (including alcohol and tobacco and 'energy drinks') could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others ***focus on <u>alcohol</u>*****
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- **that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media**
- **what positively and negatively affects their physical, mental and emotional health (including the media)**
- to differentiate between the terms, 'risk', 'danger' and 'hazard'

British Values:
- Acquiring knowledge and respect for public institutions
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice, eg school council
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 2 – Dealing with feelings

Objectives:
- **the importance of seeking support if feeling lonely or excluded**
- **to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others**
- **how their body will, and emotions may, change as they approach and move through puberty**
- **to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them**
- **to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement

- **to explore and critique how the media present information**
- to recognise how images in the media can affect how people feel about themselves
- **to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view**
- to recognise and respond appropriately to a wider range of feelings in others

British Values:
- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 1 – Borrowing and earning money

Objectives:
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through VAT)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- know that if you don't have enough money, you can borrow, but you have to pay it back
- understand you can pay for things without having enough money but that this has consequences
- know what charities are for and how they help others

British Values:
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Develop self-knowledge, esteem & confidence

Summer 2 – Puberty

Teach Medway lessons Time to change, Menstruation and Wet Dreams, Personal Hygiene, Emotions and Feelings

Objectives:
- **about seeking and giving permission (consent) in different situations**
- **how their body will, and emotions may, change as they approach and move through puberty**
- **about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.**
- **that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment**

- to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
- **to judge what kind of physical contact is acceptable or unacceptable and how to respond**

British Values:
- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Teaching that freedom of belief is protected in law
- Focusing on identifying & combatting discrimination
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Class 5 LTP

Autumn 1 – Taking Part and Belonging

Objectives:
- **why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations** and how to take part in making and changing rules
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to work collaboratively towards shared goals

British Values:
- Teaching on democracy, and how it works
- Acquiring knowledge and respect for public institutions
- Learning how citizens can influence democratic process
- Using opportunities to hold mock elections
- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Ensuring all pupils have a voice, eg school council
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Stereotypes, discrimination and prejudice

Objectives:
- **that their actions affect themselves and others**
- **to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves**
- **to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)**
- **to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)**
- to recognise and manage 'dares'
- **the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'**

- **to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities**
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- **to recognise and challenge stereotypes**

British Values:
- Distinguishing right from wrong/respecting the law
- Acquiring knowledge and respect for public institutions
- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Teaching that freedom of belief is protected in law

Spring 1 – Different influences

Objectives:
- **where to get advice and report concerns if worried about their own or someone else's personal safety (including online)**
- **school rules about health and safety, basic emergency aid procedures (making 999 calls, choking, broken bones, basic life support/CPR)***, where and how to get help ***You must use resources from the British Red Cross https://firstaidchampions.redcross.org.uk/ or St John's Ambulance https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ for teaching First Aid*****
- **how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (see above)**
- **strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones and safe user habits (time limits, turning it off at night etc.))**
- **the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others**
- **that bacteria and viruses can affect health and that following simple routines can reduce their spread**
- what is meant by the term 'habit' and why habits can be hard to change

- **which, why and how, commonly available substances and drugs (including alcohol and tobacco and 'energy drinks') could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others** ***focus on <u>legal and illegal drugs</u>***
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- **that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media**
- **to explore and critique how the media present information**
- **what positively and negatively affects their physical, mental and emotional health (including the media)**
- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- **to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing**
- **how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)**
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- **about seeking and giving permission (consent) in different situations**
- **about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact**

British Values:
- Acquiring knowledge and respect for public institutions
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice, eg school council
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 2 – Healthy minds

Objectives:
- **to recognise how images in the media do not always reflect reality and can affect how people feel about themselves**
- **to explore and critique how the media present information**
- **recognise ways in which the internet and social media can be used both positively and negatively**
- **to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others**

- **to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view**
- to recognise and respond appropriately to a wider range of feelings in others
- **how their body will, and emotions may, change as they approach and move through puberty**
- **to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them**
- **problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

British Values:
- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 1 – Money and my future

Objectives:
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through VAT)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- describe how having a job will allow me to achieve certain goals in my life
- describe some ways in which the government uses my money to provide for my needs and my local community
- describe why insurance is important

British Values:
- Distinguishing right from wrong/ respecting the law
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Acquiring knowledge and respect for public institutions

Summer 2 – Puberty and Positive and Healthy Relationships

Teach Medway lessons Puberty recap and review, Puberty: change and becoming independent, Positive and healthy relationships, How babies are made

Objectives:

- **about seeking and giving permission (consent) in different situations**
- **about human reproduction**
- **how their body will, and emotions may, change as they approach and move through puberty**
- **to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships**
- **to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.**
- **to be aware of different types of relationship, including those between acquaintances, friends, relatives and families**
- **about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.**
- **that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment**
- to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
- **to judge what kind of physical contact is acceptable or unacceptable and how to respond**
- to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation

British Values:
- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Teaching that freedom of belief is protected in law
- Focusing on identifying & combatting discrimination
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Statutory Guidance mapped against our LTP

Relationships Education

	By the end of primary school: Pupils should know:	KS1 LTP	KS2 LTP
Families and people who care for me	• *that families are important for children growing up because they can give love, security and stability.*	• to identify and respect the differences and similarities between people (Class 1, Autumn 2; Class 2 Autumn 2) • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another (Class 1, Autumn 2; Class 2 Autumn 2) • that they belong to various groups and communities such as family and school (Class 1, Autumn 1; Class 2 Autumn, Autumn 2)	• to recognise different types of relationships, including those between acquaintances, friends, relatives and families (Class 3, Summer 2; Class 4, Autumn 2; Class 5, Summer 2)
	• *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.*	to identify common features of family life (Class 1, Summer 2; Class 2, Summer 2)	• that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (Class 3, Summer 2; Class 4, Summer 2; Class 5, Summer 2)
	• *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*	• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention (Class 1, Spring 1; Class 2, Spring 1)	• to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. (Class 3, Summer 2; Class 4, Autumn 2; Class 5, Summer 2)

Caring friendships	*• how important friendships are in making us feel happy and secure, and how people choose and make friends.*	• to identify their special people (family, friends, carers), what makes them special and how special people should care for one another (Class 1, Autumn 2; Class 2 Autumn 2)	• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (Class 3, Summer 2; Class 4, Autumn 2; Class 5, Summer 2)
	• 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.	• to recognise how their behaviour affects other people (Class 1, Autumn 2; Class 2, Autumn 2) • to recognise what is fair and unfair, kind and unkind, what is right and wrong (Class 1, Autumn 2; Class 2, Autumn 2) • that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (Class 1, Autumn 2; Class 2, Autumn 2) • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) (Class 1, Autumn 2; Class 2, Autumn 2) • that there are different types of teasing and bullying, that these are wrong and unacceptable (Class 1, Autumn 2; Class 2, Autumn 2)	• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2)
	• 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.	• to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (Class 1, Autumn 2; Class 2, Autumn 2)	• to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. (Class 3, Summer 2; Class 4, Autumn 2; Class 5, Summer 2)
Respectful relationships	*• 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.*	• to identify and respect the differences and similarities between people (Class 1, Autumn 2; Class 2 Autumn 2)	• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (Class 3, Spring 2; Class 4, Spring 2; Class 5, Spring 2)
	• practical steps they can take in a range of different contexts to improve or support respectful relationships.		

• *the conventions of courtesy and manners.*	• about how to treat themselves and others with respect; how to be polite and courteous (Class 1, Autumn 2; Class 2, Autumn 2)	• to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (Class 4, Autumn 2)
• *the importance of self-respect and how this links to their own happiness.*	• to recognise what makes them special (Class 1, Spring 2; Class 2, Spring 2) • to identify what they are good at, what they like and dislike (Class 1, Spring 2; Class 2, Spring 2) • about how to treat themselves and others with respect; how to be polite and courteous (Class 1, Autumn 2; Class 2, Autumn 2)	• to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (Class 3, Spring 2; Class 4, Spring 2)
• *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.*	• that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (Class 1, Autumn 1; Class 2, Autumn 1)	• to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships (Class 3, Spring 2; Class 4, Spring 2)
• *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.*	• that bodies and feelings can be hurt by words and actions; that people can say hurtful things online (Class 1, Autumn 2; Class 2, Autumn 2) • that there are different types of teasing and bullying, that these are wrong and unacceptable (Class 1, Autumn 2; Class 2, Autumn 2) • how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help (Class 1, Autumn 2; Class 2, Autumn 2)	• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2) • to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2) • to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2)
• *what a stereotype is, and how stereotypes can be unfair, negative or destructive.*	• about the different groups they belong to (Class 2, Autumn 1)	• to recognise and challenge stereotypes (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2)

	the importance of permission-seeking and giving in relationships with friends, peers and adults.	• how to respond safely to adults they don't know (Class 1, Spring 1, Summer 2; Class 2, Spring 1, Summer 2) • about knowing there are situations when they should ask for permission and also when their permission should be sought (Class 1, Spring 1, Summer 2; Class 2, Spring 1, Summer 2)	• about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (Class 3, Autumn 2, Summer 2) • about seeking and giving permission (consent) in different situations (Class 4, Autumn 2, Summer 2; Class 5, Spring 1, Summer 2)
Online relationships	*that people sometimes behave differently online, including by pretending to be someone they are not.*	that sometimes people may behave differently online, including by pretending to be someone they are not (Class 2, Autumn 2, Spring 1)	• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves (Class 5, Spring 2)
	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.	that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (Class 2, Autumn 2, Spring 1)	• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (Class 3, Summer 2; Class 4, Autumn 2; Class 5, Summer 2) • to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2)
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	• rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, road safety, cycle safety and safety in the environment (including rail, water and fire safety)) (Class 1, Spring 1; Class 2, Spring 1) • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' (Class 1, Spring 1; Class 2, Spring 1)	• strategies for keeping safe online (including social media and the responsible use of ICT (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1) • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Class 3, Spring 1, Class 4, Spring 1; Class 5, Spring 1) • about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Class 3, Spring 1)
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	• how to respond safely to adults they don't know (Class 1, Spring 1, Summer 2; Class 2, Spring 1, Summer 2)	• to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. (Class 3, Summer 2; Class 4, Autumn 2; Class 5, Summer 2) • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (Class 4, Spring 1; Class 5, Spring 1) • to explore and critique how the media present information (Class 4, Spring 2; Class 5, Spring 1, Spring 2) • how to respond safely and appropriately to adults they may encounter (in all contexts

			including online) whom they do not know (Class 3, Spring 1)
	• *how information and data is shared and used online.*	basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (Class 1, Spring 1; Class 2, Spring 1)	• strategies for keeping safe online (including social media and the responsible use of ICT (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1) • the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Class 3, Spring 1, Class 4, Spring 1; Class 5, Spring 1) • about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Class 3, Spring 1)
Being safe	• *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*	• about knowing there are situations when they should ask for permission and also when their permission should be sought (Class 1, Spring 1, Summer 2; Class 2, Spring 1, Summer 2)	• about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) (Class 3, Autumn 2, Summer 2)
	• *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.*	to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (Class 1, Summer 2; Class 2, Summer 2) • the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises (Class 1, Summer 2; Class 2, Summer 2)	• the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2)
	• *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*	• to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (Class 1, Summer 2; Class 2, Summer 2)	• about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. (Class 4, Summer 2; Class 5, Summer 2) • to judge what kind of physical contact is acceptable and unacceptable and how to respond (Class 3, Summer 2; Class 4, Summer 2; Class 5, Summer 2) • about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights (Class 3, Summer 2; Class 4, Summer 2; Class 5, Summer 2)

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	KS1 LTP	KS2 LTP
• *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*	• that sometimes people may behave differently online, including by pretending to be someone they are not (Class 2, Autumn 2, Spring 1) • how to respond safely to adults they don't know (Class 1, Spring 1, Summer 2; Class 2, Spring 1, Summer 2) • basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe (Class 2, Spring 1, Summer 2)	• how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (Class 3, Spring 1) • to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong (Class 3, Spring 1)
• *how to recognise and report feelings of being unsafe or feeling bad about any adult.*	• what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (class 2, Spring 1)	• where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (Class 4, Spring 1; Class 5, Spring 1)
• *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*	• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them (Class 1, Spring 1; Class 2, Spring 1) • what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard (class 2, Spring 1) • to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' (Class 1, Spring 1; Class 2, Spring 1)	• about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Class 3, Spring 1) • to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong (Class 3, Spring 1)
• *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.*		

Health Education

	By the end of primary school: Pupils should know:	KS1 LTP	KS2 LTP
Mental wellbeing	• *that mental wellbeing is a normal part of daily life, in the same way as physical health.*	• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating (Class 1, Spring 1; Class 2, Spring 1)	• what positively and negatively affects their physical, mental and emotional health (including the media) (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1) • begin to understand the concept of a 'balanced lifestyle' (Class 3, Spring 1) • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) (Class 5, Spring 1)

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.	• to communicate their feelings to others, to recognise how others show feelings and how to respond (Class 1, Spring 2; Class 2, Spring 2) • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (Class 1, Spring 2; Class 2, Spring 2)	• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (Class 3, Spring 2
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.	• different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good (Class 2, Spring 2) • to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it (Class 2, Spring 2)	• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them (Class 3, Spring 2, Summer 2; Class 4, Spring 2; Class 5, Spring 2)
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Class 1, Spring 1; Class 2, Spring 1)	• what positively and negatively affects their physical, mental and emotional health (including the media) (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1) • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (Class 5, Spring 1)
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.	• about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings (Class 1, Spring 2; Class 2, Spring 2)	• problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (Class 5, Spring 2) • the importance of seeking support if feeling lonely or excluded (Class 3, Autumn 2, Spring 2; Class 4, Autumn 2, Spring 2)
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	• that bodies and feelings can be hurt by words and actions; that people can say hurtful things online (Class 1, Autumn 2; Class 2, Autumn 2) • that there are different types of teasing and bullying, that these are wrong and unacceptable (Class 1, Autumn 2; Class 2, Autumn 2)	• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2) • to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2)
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if	• about people who look after them, their family networks, who to go to if they are worried and	

	they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	how to attract their attention (Class 1, Spring 1; Class 2, Spring 1)	• about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Class 3, Spring 1) • to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong (Class 3, Spring 1)
	• 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	*• that for most people the internet is an integral part of life and has many benefits.*	• about how the internet and digital devices can be used safely to find things out and to communicate with others (Class1, Spring 1; Class 2, Spring 1) • about the role of the internet in everyday life (Class 1, Spring 1; Class 2, Spring 1)	recognise ways in which the internet and social media can be used both positively and negatively (Class 3, Spring 1; Class 5, Spring 2)
	• 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.	• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Class 1, Spring 1; Class 2, Spring 1)	• what positively and negatively affects their physical, mental and emotional health (including the media) (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1) • the responsible use of mobile phones and safe user habits (time limits, turning it off at night etc.) (Class 4, Spring 1; Class 5, Spring 1)
	• 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.	• that bodies and feelings can be hurt by words and actions; that people can say hurtful things online (Class 1, Autumn 2; Class 2, Autumn 2) • that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (Class 2, Autumn 2, Spring 1)	• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (Class 3, Summer 2; Class 4, Autumn 2; Class 5, Summer 2) • that their actions affect themselves and others (Class 3, Autumn 2; Class 5, Autumn 2) • strategies for keeping safe online … the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1) • why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations (Class 3, Autumn 1; Class 4, Autumn 1; Class 5, Autumn 1)
	• why social media, some computer games and online gaming, for example, are age restricted.	about rules and age restrictions that keep us safe (Class 1, Autumn 1; Class 2, Autumn 1)	• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations (Class 3, Autumn 1; Class 4, Autumn 1; Class 5, Autumn 1)

	• *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.*	basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (Class 1, Spring 1; Class 2, Spring 1)	• to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (Class 3, Autumn 2; Class 4, Autumn 2; Class 5, Autumn 2) • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (Class 4, Spring 1; Class 5, Spring 1) • to explore and critique how the media present information (Class 4, Spring 2; Class 5, Spring 1, Spring 2) • recognise ways in which the internet and social media can be used both positively and negatively (Class 3, Spring 1; Class 5, Spring 2)
	• *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.*	that not all information seen online is true (Class 2, Spring 1)	• to explore and critique how the media present information (Class 4, Spring 2; Class 5, Spring 1, Spring 2) • understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others
	• *where and how to report concerns and get support with issues online.*	basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them (Class 1, Spring 1; Class 2, Spring 1)	about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (Class 5, Spring 1)
Physical health and fitness	• *the characteristics and mental and physical benefits of an active lifestyle.*	• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating (Class 1, Spring 1; Class 2, Spring 1) • how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences (Class 1, Spring 1; Class 2, Spring 1)	• what positively and negatively affects their physical, mental and emotional health (including the media) (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1) • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) (Class 5, Spring 1) • begin to understand the concept of a 'balanced lifestyle' (Class 3, Spring 1)
	• *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.*	• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils	• about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted

		can help these people to look after them (Class 1, Spring 1; Class 2, Spring 1)	contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. (Class 3, Summer 2; Class 4, Summer 2; Class 5, Summer 2) • about people who are responsible for helping them stay healthy and safe and ways that they can help these people (Class 3, Spring 1)
Healthy eating	• *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).*	• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Class 1, Spring 1; Class 2, Spring 1)	• to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet (Class 3, Spring 1) • what positively and negatively affects their physical, mental and emotional health (including the media) (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1) • which, why and how, commonly available substances and drugs (including alcohol and tobacco and 'energy drinks') could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (Class 4, Spring 1; Class 5, Spring 1)
Drugs, alcohol and tobacco	• *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.*	• that household products, including medicines, can be harmful if not used properly (Class 2, Spring 1)	• which, why and how, commonly available substances and drugs (including alcohol and tobacco and 'energy drinks') could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others (Class 4, Spring 1; Class 5, Spring 1)
Health and prevention	• *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*		about what good physical health means; how to recognise early signs of physical illness (Class 3, Spring 1)
	• *about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.*	• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (Class 1, Spring 1; Class 2, Spring 1)	• what positively and negatively affects their physical, mental and emotional health (including the media) (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1)

	• *the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.*		• how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) (Class 5, Spring 1) • begin to understand the concept of a 'balanced lifestyle' (Class 3, Spring 1)
	• *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 importance of and how to maintain personal hygiene (Class 1, Spring 1) • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others (Class 2, Spring 1)	• that bacteria and viruses can affect health and that following simple routines can reduce their spread (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1)
	• *the facts and science relating to allergies, immunisation and vaccination.*	that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy (Class 2, Spring 1)	how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (Class 3, Spring 1; Class 4, Spring 1)
Basic first aid	• *how to make a clear and efficient call to emergency services if necessary.*	• about what to do if there is an accident and someone is hurt (Class 2, Spring 1) • how to get help in an emergency (how to dial 999 and what to say) (Class 2, Spring 1)	how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (Class 4, Spring 1; Class 5, Spring 1)
	• *concepts of basic first-aid, for example dealing with common injuries, including head injuries.*	• about what to do if there is an accident and someone is hurt (Class 2, Spring 1)	• school rules about health and safety, basic emergency aid procedures, where and how to get help (Class 3, Spring 1; Class 4, Spring 1; Class 5, Spring 1)

| Changing adolescent body | • *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.* | • to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) (Class 2, Summer 2)
• about growing and changing from young to old and how people's needs Change (Class 1, Summer 2; Class 2, Summer 2) | • how their body will, and emotions may, change as they approach and move through puberty (Class 3, Spring 2, Summer 2; Class 4, Spring 2, Summer 2; Class 5, Spring 2, Summer 2)
• about human reproduction (Class 5, Summer 2)
• to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Class 4, Summer 2; Class 5, Summer 2)
• about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) (Class 4, Summer 2; Class 5, Summer 2)
• about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (Class 4, Summer 2)
• about where to get more information, help and advice about growing and changing, especially about puberty (Class 4, Summer 2; Class 5, Summer 2) |
| | • *about menstrual wellbeing including the key facts about the menstrual cycle.* | | • to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Class 4, Summer 2; Class 5, Summer 2)
• about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) (Class 4, Summer 2) |

Appendix 4: Sex education at Hanging Heaton CE (VC) J&I School

- Sex education is not compulsory in primary schools (DfE, para 65/page 23)
- DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils'. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the content of health education as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- LGBT: all teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15).
- Schools are free to determine whether pupils are taught sex education beyond what is required above.

At Hanging Heaton CE (VC) J&I School we teach sex education using Medway Schools lesson plans, produced in association with the PSHE Association. These may be supplemented by teachers with additional resources from (but not limited to) the Living and Growing scheme of work, Betty Education (menstruation) and BBC Ask Lara.

OVERVIEW OF THE MEDWAY LESSONS

Class	Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
1	*My special people*	• about the special people in our lives and how we care for one another	• identify our own special people • explain what makes them special to us and why they are important in our lives • describe the different ways our special people care for us • recognise how we can care for them in return

2	*We are growing: human life cycle*	• about how we change as we grow	• recognise the main stages of the human life cycle (baby, child, adult) • recognise that the process of growing takes time and describe what changes when people grow from young to old • identify ways we are more independent now than when we were younger • describe our feelings about growing and changing
	Everybody's body	• about the differences and similarities between people	• describe similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body
3	*What makes a good friend?*	• about friendship – why it is important and what makes a good friend	• recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) • explain why friendship and having friends is valuable • identify how friends show they care for and value each other • describe what makes a good friendship and what is most important in a friendship
	Falling out with friends	• how to maintain good friendships • about solving disagreements and conflict amongst themselves and their peers	• identify what helps maintain friendships • describe feelings when disagreements and conflict occur • identify what can help and not help if there are friendship problems • demonstrate strategies for solving arguments with peers
4	*Puberty: time to change*	• about some of the physical changes	• identify some of the physical changes that

		experienced during puberty	happen to bodies during puberty • explain that puberty begins and ends at different times for different people • use scientific vocabulary for external male and female body parts/genitalia
	Puberty: menstruation and wet dreams	• about the physical changes that happen to males and females during puberty	• use to use scientific vocabulary for external and internal male and female body parts/genitalia • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams
	Puberty: personal hygiene	• about the importance of personal hygiene during puberty • to respond to questions about puberty	• explain how and why it is important to keep clean during puberty • describe ways of managing physical change during puberty • respond to questions and give advice to others about puberty
	Puberty: emotions and feelings	• how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty	• describe how emotions and relationships may change during puberty • know where we can get the help and support we need in relation to puberty
5	*Puberty: recap and review*	• more about the changes that happen at puberty (recap from year 4 or 5)	• describe the physical and emotional changes that occur during puberty and how to manage these • identify myths and facts about puberty, and what is important for a young person to know • demonstrate how to begin conversations (or ask questions) about puberty with people that can help us

	Puberty: change and becoming independent	• about managing change - new roles and responsibilities as we grow up	• describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
	Positive and healthy relationships	• about what constitutes a positive, healthy relationship • that relationships can change over time	• describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
	How babies are made	• about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows)	• identify the links between love, committed relationships / marriage and conception • explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults • explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

Class 1

My special people

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, Grandfather and I by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

Class 2

Growing up: the human life cycle

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

Everybody's body

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

KEY STAGE TWO

Class 3

What makes a good friend?

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.

Falling out with friends

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

Class 4

Time to change

The first lesson focuses on some of the external changes that happen to the body.

Menstruation and wet dreams

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.

Physical hygiene

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

Emotions and feelings

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

Class 5

Puberty: re-cap and review

This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.

Puberty: change and becoming independent

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

Positive, healthy relationships

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This

lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

How babies are made

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.

Parents/carers will be:
- consulted about the content, organisation, and delivery of the sex education curriculum.
- given the opportunity to share their views on the lessons.
- informed in advance of the content of sex education lessons and be able to view the main resources used.
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- given clear guidance on how to request the withdrawal of their child from these components of sex education.

Appendix 5: Sample letter to parents/carers (engagement)

Dear …….

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 6: Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	