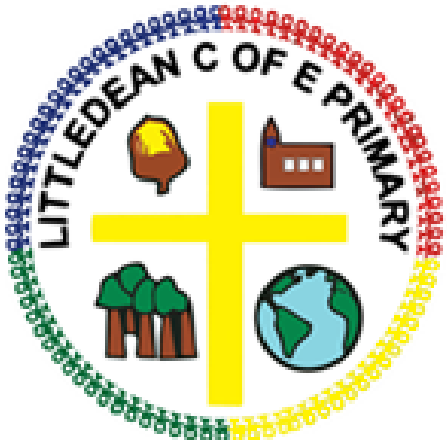
Littledean Church of England Primary School and Pre-School



Relationships and Health Education Policy

Date of policy review: September 2026
Approved by Full Governing Board: 14th October 2026
Date of next review: September 2027

Aspiration - Resilience - Community

Legal Framework

At Littledean C of E Primary School we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

Legal Framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education'

Roles and Responsibilities

The Governing Board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the SIP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The Head Teacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Governing Board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RHE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.

- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

Parents are responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

Organisation of the Curriculum

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RHE as part of the PHSE curriculum which is taught using the Kapow scheme.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **"Sex education"** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

The school will consult with parents, pupils and staff in the following ways:
- Questionnaires and surveys
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the Head Teacher.
- Emailing admin@littledean.gloucs.sch.uk

Consultation with Parents
The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.

Parents will be provided with the following information:
- The content of the relationships and health curriculum

- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult annually regarding content, organisation and delivery of the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined at section 14 of this policy.

Relationships Education Overview

Families and people who care for me

Through the curriculum, pupils with be taught:

- That families are important for them growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, 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 are at the heart of safe and happy families, and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of 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

Through the curriculum, pupils will be taught:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Skills for developing caring and kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Through the curriculum, pupils will be taught:

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect.
- How to be assertive and express needs and boundaries.
- How to manage feelings, including disappointment and frustration.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs
- About the practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying, including online, 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, destructive, or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Through the curriculum, pupils will be taught:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- About the importance of exercising caution about sharing any information about themselves online.
- About online risks, including that any material provided online might be circulated, and that once a picture or word has been circulated there is no way of deleting it everywhere and no control over where it ends up.

- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.

Relationships Education Per Year Group

The school is free to determine, within the statutory curriculum content outlined in the 'Relationships education overview' section, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

See appendix A for the overview of skills and knowledge taught across the school from EYFS to Year 6.

Health Education Overview

Health education will start with the benefits and importance of physical activity, good nutrition and sufficient sleep, and support pupils to develop emotional awareness. The school will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. Care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

General wellbeing

Through the curriculum, pupils will be taught:

- About the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.
- About simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the range and scale of emotions that they might experience in different situations.

- That worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- How isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.
- That it is common to experience mental ill health and early support can help.

Internet safety and harms

Through the curriculum, pupils will be taught:

- That for almost everyone the internet is an integral part of life.
- About the positive and negative aspects of the internet.
- To have discussions about how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online one their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games, and online gaming, including gambling sites, are age restricted.
- About the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing, alongside how to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

Through the curriculum, pupils will be taught:

- The characteristics and mental and physical benefits of an active lifestyle.

- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example 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

Through the curriculum, pupils will be taught:

- 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 health.

Drugs, alcohol and tobacco

Pupils will be taught about the facts relating to legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This will include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health and prevention

Through the curriculum, pupils will be taught:

- 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.
- About the importance of sufficient good-quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep.
- About the impact of poor sleep on 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.
- About the facts and science relating to immunisation and vaccination, aligned with when vaccinations are offered to pupils.

Personal safety

Through the curriculum, pupils will be taught:

- About hazards that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Through the curriculum, pupils will be taught:

- 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.

Developing bodies
By the end of primary school, pupils will know:

- About growth and other ways the body can change and develop, particularly during adolescence.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples, and that all of these parts of the body are private and how to express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes.

Health Education Per Year Group
The school is free to determine, within the statutory curriculum content outlined in 'Health education overview' section, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

See appendix A for the overview of skills and knowledge taught across the school from EYFS to Year 6.

Sex Education
All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the 'Organisation of the curriculum' and 'Consultation with parents' sections of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

See appendix B for how the sex education curriculum is arranged across years 5 and 6.

Delivery of the Curriculum
The relationships and health curriculum will be delivered as part of our PSHE curriculum.
The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

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

- Core knowledge is sectioned into units of manageable size.

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

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education.

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated weekly PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Class assemblies

Equality

The school will comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty when teaching RSHE.

The school will ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Pupils will understand the importance of equality and respect, and learn about the law relating to the protected characteristics by the end of their secondary education.

The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils will be made aware of the relevant legal provisions (in an age-appropriate manner) when relevant topics are being taught, including but not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, FGM, 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour.
- The Online Safety Act.
- Online behaviours including image and information sharing, "sexting," youth-produced sexual imagery, nudes, etc., including AI-generated sexual imagery and deepfakes.
- Pornography
- Abortion
- Protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation
- Alcohol, smoking, vaping and nicotine products and illicit drug use
- Gambling
- Carrying knives and weapons
- Extremism and radicalisation
- Grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running
- Hate crimes
- The age of criminal responsibility
- Medical consent, Gillick competence and parental responsibility

LGBTQ+ content

The school will teach LGBTQ+ topics as part of a broad and inclusive RSHE curriculum which promotes equality, respect and dignity for all. Pupils will learn about protected characteristics, including sexual orientation and gender reassignment, and will be supported to understand different types of healthy, stable relationships, including same-sex relationships, in an integrated and age-appropriate way.

Religion and belief

RSHE in the school will be delivered sensitively, taking account of the religious backgrounds of pupils and ensuring compliance with the Equality Act 2010, including recognising religion or belief as a protected characteristic.

Where topics are contentious, the school will support balanced discussion and debate, and will be clear when teaching reflects religious belief rather than statutory guidance or wider factual content.

Pupils with SEND

The school will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

Addressing sexual harassment and sexual violence

The school will address sexual harassment and sexual violence through a planned RSHE curriculum that promotes kindness, care and respect in all relationships and makes clear that harmful behaviour is never acceptable.

Teaching will emphasise boundaries, consent, respectful communication and awareness of power dynamics, while supporting pupils to recognise risk, seek help and report concerns.

The school will ensure learning is accessible for all pupils, including those with SEND who may be more vulnerable to abuse, exploitation or bullying, and will use safeguarding procedures and sensitive teaching approaches to create a safe and supportive environment for discussion.

Dealing with difficult questions

The school will ensure that staff delivering RSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions.

The school will recognise that where a member of staff does not feel confident leading discussion, this may affect pupils' engagement and learning.

The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE subject leader or the safeguarding lead.

Where appropriate, pupils may be encouraged to speak with their parents/carers or a trusted adult, and the school will signpost to internal or external support services when needed. The school will recognise that unanswered questions may lead pupils to seek information from unreliable or inappropriate sources, including online, and will ensure that staff will receive guidance and training on how to handle such situations safely and sensitively.

If a pupil asks a question or makes a comment that raises a safeguarding concern, the school will respond in line with its Child Protection and Safeguarding Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will be reported to the DSL without delay and recorded in accordance with the school's safeguarding policy. Staff will follow the school's child protection and safeguarding procedures at all times.

Working with External Experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding and Child Protection Policy.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the Mental Health and Wellbeing Lead to discuss this.

Curriculum Links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Right to Request withdrawal from Sex Education

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

The Head Teacher will automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

Parents will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These

incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The Head Teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Staff Training
All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the RHE programme and associated issues.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality
The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Safeguarding and Child Protection Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Quality of Education
The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on an annual basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RHE subject leader will create annual subject reports for the Head Teacher and Governing Board to report on the quality of the subjects. They will also work regularly and consistently with the Head Teacher and RHE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and Review
The Governing Board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RHE subject leader and Head Teacher. The next scheduled review date for this policy is date. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

This document should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Child-on-child Abuse Policy
- Confidentiality Policy
- Anti-bullying Policy
- Mental Health and Wellbeing Policy
- Online Safety Policy

Appendix A

PSHE Progression of Knowledge and Skills

EYFS

	Skills	Knowledge
Self-Regulation: My Feelings	• Identifying how characters within a story may be feeling. • Identifying and expressing my own feelings. • Exploring coping strategies to help regulate emotions. • Exploring different facial expressions and identifying the different feelings they can represent. • Exploring ways to moderate behaviour, socially and emotionally.	• To name some different feelings and emotions. • To know that facial expressions can give us clues as to how a person is feeling. • To know some strategies to calm down.
Building Relationships: Special Relationships	• Learning how to talk about our families and discussing why we love them. • Talking about people that hold a special place in my life • Developing strategies to help when sharing with others. • Exploring what makes a good friend. • Thinking about what it means to be a valued person. • Exploring the differences between us that make each person unique. • Considering the perspectives and feelings of others. • Learning to work as a member of a team. • Developing listening skills.	• To name and describe the different members of our families. • To understand that all families are valuable and special. • To know that we share toys so that everyone feels involved and no one feels left out or upset. • To understand that different people like different things. • To understand that all people are valuable • To know that it is important to help, listen and support others when working as a team. • To know that it is important to tell the truth.
Manging Self: Taking on challenges	• Discussing ways that we can take care of ourselves. • Exploring how exercise affects different parts of the body. • Coping with challenge when problem solving.	• To know that I am a valuable individual. • To know that I can learn from my mistakes.
Self-Regulation: Listening and Following Instructions	• Considering why it is important to follow rules. • Exploring what it means to be a safe pedestrian. • Beginning to understand why rules are important in school.	• To know that some rules are in place to keep us safe. • To know how to behave safely on the pavement and when crossing roads with an adult. • To know that we have rules to keep everything fair, safe and enjoyable for everyone.
Building Relationships: My Family and Friends	• Learning how to talk about our families and discussing why we love them. • Talking about people that hold a special place in my life • Developing strategies to help when sharing with others. • Exploring what makes a good friend. • Thinking about what it means to be a valued person. • Exploring the differences between us that make each person unique. • Considering the perspectives and feelings of others. • Learning to work as a member of a team.	• To name and describe the different members of our families. • To understand that all families are valuable and special. • To know that we share toys so that everyone feels involved and no one feels left out or upset. • To understand that different people like different things. • To understand that all people are valuable.
Managing Self: My Wellbeing	• Discussing ways that we can take care of ourselves. • Exploring how exercise affects different parts of the body.	• To know that having a naturally colourful diet is one way to try and eat healthily, • To know that exercise means moving our body and is important. • To know that yoga can help our bodies and minds relax,

Y1/2

	Skills	Knowledge
My Healthy Self	**Recognising and talking about emotions** • Beginning to recognise and name a wider range of emotions and feelings in themselves (including the six basic emotions).* • Beginning to recognise how others are feeling by examining facial expressions and body language cues.* • Beginning to express why they are feeling a certain way, e.g. in response to a particular emotion or situation. • Beginning to describe how strong their feelings are using simple scales and language. • Talking about whether something made them feel 'a little bit' or 'very' upset, excited, angry, etc. **Support with mental wellbeing** • Beginning to notice when they or others might need help with their feelings from a trusted adult. • Identifying a trusted adult (e.g. teacher, TA, parents) to talk to if needed. **Self-care** • Talking about things that help them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc). • Noticing when they or others feel sad, worried, left out or lonely. • Talking about how they feel when they have had enough sleep or not enough sleep. **Bullying and mental health** • Talking about how someone might feel when someone else is repeatedly unkind to them.* **Being active** • Recognising when they are active and how it makes them feel. • Independently choosing active play or movement during the school day. • Recognising opportunities that they have to be active outside of school. • Beginning to join in with movement breaks or suggest when they need one. **Dental health** • Explaining why it is important to brush their teeth regularly. • Demonstrating how to correctly brush teeth using an electric and manual toothbrush. **Healthy diet** • Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks). • Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).	**Recognising and talking about emotions** • To know that basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body's natural response. • To know that feelings are the words used to describe emotions. • To recognise and name the following emotions and associated feelings: Happiness (excited, calm). Sadness (lonely, upset). Fear (worried, scared). Anger (cross, annoyed). Disgust (uncomfortable, dislike) Surprise (amazed, shocked) • To know that it is okay and normal to experience both positive and negative feelings in response to different situations. • To know feelings can change and vary in intensity and may seem small, medium or big, depending on the situation. **Support with mental wellbeing** • To know that talking to a trusted adult can help when they feel upset or worried. **Self-care** • To know that resting and doing things they enjoy can help them feel better. • To know that talking to someone can help when they feel sad or left out. • To know that sleep helps their body and brain rest and grow. • To know that a good bedtime routine (e.g. bath, story, quiet time) helps them fall asleep more easily and sleep better. **Bullying and mental health** • To know that repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer.* **Being active** • To know that being active doesn't just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day. • To know that moving their body every day helps them feel good and keeps them healthy. • To know that running, jumping and playing help their body grow strong. • To know that feeling tired can make it harder to run, play and have fun. **Dental health** • To know that they should brush their teeth twice a day, in the morning and at night. • To know that they need to brush every tooth and all of the surfaces. • To know that sugary food and drink can damage teeth and should be limited. • To know that they need to visit the dentist for check-ups, even if their teeth do not hurt. **Healthy diet** • To know that some food and drink are best for everyday and others only sometimes. • To know that eating fruit and vegetables helps them stay strong and not get ill. • To know that drinking water helps them feel awake and keeps their body working properly. • To know that healthy foods help them grow, run, play and learn.

		• To know that enjoying different foods and eating well is part of being healthy.
Connecting with Others	**The role of family** • Talking about how families are special. • Identifying different ways family members help each other. • Recognising when someone in a family might need support. • Exploring why spending time with family is important to them. **Diversity in family structures** • Describing who is in their family, including the people they live with. • Discussing how families are all unique and giving some examples from their own wider family group. **Family support** • Identifying some appropriate and inappropriate responses to common family disagreements. **Healthy friendships** • Discussing what makes a good friend (e.g. kind, sharing). • Discussing why friendships are important to them. • Identifying and reflecting on simple ways they can make friends with others. **Friendship challenges** • Beginning to express disagreement calmly (e.g. "I don't agree" or "Can I have a turn too?"). • Solving some minor disagreements with peers, using compromise, turn taking or asking for help from an adult. • Recognising and admitting when they or others have behaved in a way that was unkind. **Respecting each other** • Using simple, polite phrases in everyday situations. • Showing respectful behaviour towards others by listening, sharing and taking turns. • Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall). **Understanding boundaries** • Asking permission before touching or using someone else's belongings. • Expressing their own boundaries using simple language (e.g. "I don't like that").* • Respecting when others say no or need space. **Respectful conflict** • Expressing basic feelings (e.g. "I feel sad") and needs politely (e.g. "Please stop"). • Using polite words to ask for help or solve small problems. • Beginning to use calming strategies with adult support. **Self-respect and self-esteem** • Talking about things they are good at and enjoy. • Recognise and naming their own feelings and achievements. • Beginning to set simple personal goals, e.g. "I want to learn to tie my shoelaces". • Practising positive self-talk with adult support, e.g. "I can do it if I keep trying".	**The role of family** • To know how some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill). • To know that spending time with family is important because it helps people build strong relationships and feel loved and supported. • To know that all families have arguments sometimes. **Diversity in family structures** • To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents). • To know that family members might live together or apart but still care for each other. • To know basic terms related to family relationships, such as mum, dad, brother, sister, grandparents, aunt, uncle, cousin, step-parent, or carer. **Family support** • To know home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school. **Healthy friendships** • To know that friends are people who like to spend time together and who are kind and helpful to one another. • To know that having friends can help you feel happy and stop you feeling lonely. • To know that loneliness means feeling alone, not just being alone. • To know that friends will not always agree on everything. **Friendship challenges** • To know that it is okay to feel upset but it is not okay to act in unkind ways or to hurt others. • To know that sometimes they may need to pause and think before reacting. • To know that saying sorry can help make things better when something goes wrong. **Respecting each other** • To know that being polite is a way of treating others with kindness. • To know that they share spaces with other people and need to be kind and consider the other people around them. • To know that everyone has different likes, dislikes and feelings. • To understand that something they enjoy might not be enjoyable for someone else. **Understanding boundaries** • To know that they can talk to a trusted adult if someone crosses a boundary.* • To know that everyone has the right to say no, even to people they know.* **Respectful conflict** • To know that everyone has feelings and kind words can help solve problems. • To know that they might feel cross, upset or disappointed when things do not go their way. • To know that they can say what they want, need or do not like in a kind way. **Self-respect and self-esteem**

	Valuing diversity • Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs). • Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging. **Bullying** • Recognising bullying behaviour in simple scenarios, including online. • Talking about how someone might feel when someone else is repeatedly unkind to them.* **Relationship support (repeated in Staying safe)** • Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong".* • Naming some trusted adults at home and school.*	• To know that everyone is unique and important.* • To know that everyone has different strengths or things they are good at.* • To know that they can feel proud of themselves for trying their best. **Valuing diversity** • To know that people in a community can be different from each other and this makes the community interesting and special. • To know that it is unfair to treat someone differently just because they are different from you. • To know that it is important to treat everyone with kindness and respect. • To know that differences between people are something to celebrate. **Bullying** • To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose'). • To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People'). **Relationship support (repeated in Staying safe)** • To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. • To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.
The Online World	**Being online** • Recognising some occasions when they are online in their everyday life. **Online relationships** • Identifying activities that can be done online with others and those that are done in person. • Recognising that polite behaviour in person is the same as polite behaviour online. **Risks and harms** • Recognising that screen time can distract people from doing something important. **Responsible and safe use** • Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). • Checking with a trusted adult before they use new apps or websites. • Beginning to identify when someone has shared too much information about themselves online. **Reporting online** • Recognising when something online makes them feel scared, worried, uncomfortable or unsafe.	**Being online** • To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online. **Online relationships** • To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. **Risks and harms** • To know that too much screen time can interfere with other healthy habits. • To know that people choose what they share online and that not everything shared online is real or true. • To know that some online is not intended or suitable for children. **Responsible and safe use** • To know that information shared online might be seen by a lot of people. • To know it is unsafe to share some information online. • To know that people can search online for information or answers to questions. • To know that no-one should share photos or videos of someone else online without permission. **Reporting online** • To know who trusted adults are and how to report concerns about online content or behaviour.

Citizenship	**Developing confidence and responsibility and making the most of their abilities** • Giving reasons for their opinions. • Describing some different jobs. **Preparing to play an active role as citizens** • Explaining why babies and young children need help from adults to meet their needs. • Explaining why voting is a fair way to decide something that affects many people. • Identifying some groups they belong to. • Describing some of the ways they and others help the school and local environment. • Explaining why rules are important. • Sharing their opinion and trying to persuade others.	**Developing confidence and responsibility and making the most of their abilities** • To know it is important to listen carefully to others' ideas. **Preparing to play an active role as citizens** • To know that babies and young children need help to eat, sleep, get dressed and stay clean. • To know that different pets need looking after in different ways. • To know that voting allows everyone to have a say, even though some people may not get the outcome they want. • To know that different coins and notes are worth different amounts. • To know that everybody has a responsibility to care for the school and local environment. • To know that many people earn money by having a job but income can also come from other sources.
Staying Safe	**Recognising unsafe personal situations** • Identifying when touch is okay (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked). • Discussing what types of touch they do and do not like from friends and family members. **Relationship support (repeated in Connecting with others)** • Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong".* • Naming some trusted adults at home and school.* **Road and rail safety** • Identifying safe places to walk on the pavement. • Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads. **Water safety** • Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding some potential dangers associated with each. **Hazards at home and away** • Recognising when something may be dangerous in the home. • Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why. • Following simple safety rules in different settings. **Calling the emergency services (developed further in Health protection and First aid units)** • Identifying some emergency situations.* **Drugs, alcohol, tobacco and vaping** • Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).	**Recognising unsafe personal situations** • To understand that their body is special and it belongs to them.* • To know the correct names for private body parts, including the penis, testicles, vulva and vagina.* • To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission. • To know that a stranger is anybody that they do not know. • To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry). **Relationship support (repeated in Connecting with others)** • To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is. • To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online. **Road and rail safety** • To know the 'Stop, Look and Listen' rule for crossing a road. • To know that a helmet should be worn when biking or scooting. • To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers). **Water safety** • To know that they should never enter the water without an adult supervising. • To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help. **Hazards at home and away** • To know that some things in the home can be harmful. **Calling the emergency services (developed further in Health protection and First aid units)** • To know that 999 is the number to dial in an emergency.*

		• To know the emergency services are the police, fire and ambulance services.* **Drugs, alcohol, tobacco and vaping** • To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. • To know that they should never touch or taste something if they do not know what it is. • To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission. • To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).
Growing Up	**Changing bodies** • Identifying simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discussing how they are growing and changing. • Describing things they can do now which they could not do as a baby or toddler (e.g. feeding themselves, dressing themselves, etc). • Expressing personal boundaries using simple language (e.g. "Don't touch me there").*	**Changing bodies** • To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique. • To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body. • To know that humans grow and change as they get older, from babies to children to teenagers to adults. • To know that growing up means becoming more independent in looking after ourselves. • To understand that their body is special and belongs to them.* • To know that some parts of the body are private and that they should always respect their own and others' privacy. • To know the correct names for private body parts* (e.g. penis, vulva, vagina, testicles, scrotum and nipples). • To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with. • To know that physical changes to the body are a normal part of growing up and becoming an adult.
Health Protection	**Preventing illness** • Practising how to wash their hands properly using soap and water. • Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing). **Dealing with common injuries** • Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump). **Sun safety** • Choosing appropriate clothing and preparation for different weather conditions (e.g. a hat, sunglasses and sunscreen when hot). **Support with physical health** • Telling an adult when they feel unwell, tired, or hurt. • Beginning to describe common signs of illness (e.g. "My tummy hurts", "I feel dizzy"). **Calling the emergency services (builds on learning from staying safe)** • Identifying some emergency situations.*	**Preventing illness** • To know that germs can live on hands and surfaces even when they cannot be seen. • To know that washing hands with soap and water helps remove germs that can make people ill. • To know that people should cover their mouths when they cough or sneeze and put tissues in the bin. • To know that people have check-ups with doctors, nurses and dentists to help them stay healthy. • To know that sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly. • To know that some people need to use medicine often, such as inhalers, to help keep them well. **Dealing with common injuries** • To know that head bumps should always be told to an adult. • To know that first aid is the immediate help given to someone who is hurt or unwell.

		• To know that ice packs can help bruises or bumps. • To know that it is important for broken skin to be cleaned to ensure germs cannot enter the body. • To know that their role is to get help from a trusted adult, not to try to fix the injury themselves. **Sun safety** • To know that wearing a hat and covering skin can help keep them safe in the sun. • To know that they should drink water when it is hot to stay well. **Support with physical health** • To know that they should tell a trusted adult if something hurts or feels wrong in their body. • To know some common signs of illness, e.g. a tummy ache, feeling hot or cold, coughing or sneezing. • To know that medicines, when used properly, can help people feel better. **Calling the emergency services (builds on learning from staying safe)** • To know that 999 is the number to dial in an emergency.*

Y3/4

	Skills	Knowledge
My Healthy Self	**Recognising and talking about emotions** • Using more nuanced language to discuss their own and others' emotions and feelings.* • Recognising changes in their body that happen with different emotions (e.g. heart racing when scared).* • Noticing and describing when others might be feeling strong feelings using body language, voice and actions.* **Support with mental wellbeing** • Recognising when they or someone else might be struggling with feelings and knowing that this is common a experience. • Noticing when they might need extra help with their feelings (e.g. around change, loss or bereavement). • Identifying who they would speak to for support about their feelings in different situations and when to do this. **Self-care** • Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful. • Reflecting on how helping others makes themselves and others feel. • Recognising habits that are conducive to a good night's sleep. **Bullying and mental health** • Describing how bullying could negatively affect someone's feelings and how they view themselves. • Reflecting on how people who are bullied might think and feel.	**Recognising and talking about emotions** • To know that many different feeling words can be used to identify and describe their emotions. • To recognise and name the following emotions and associated feelings: Happiness (confident, hopeful, proud). Sadness (disappointed). Fear (nervous) Anger (frustrated, jealous, guilty). Disgust (embarrassed). Surprise (curious). • To know that their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. • To know that feelings can feel stronger or weaker depending on the situation. • To know that emotions and feelings can affect thoughts, decisions and behaviour.* • To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour.* **Support with mental wellbeing** • To know that taking care of their own feelings is part of staying healthy. • To know that many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate. • To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. • To know that seeking help early can make a significant difference for someone struggling with their feelings or mood. **Self-care**

	Being active • Recognising when they are active and how it makes them feel. • Independently choosing active play or movement during the school day. • Recognising opportunities that they have to be active outside of school. • Beginning to join in with movement breaks or suggest when they need one. **Dental health (covered in Science)** • Identifying the different types of teeth in humans and their simple functions. • Finding out what damages teeth and how to look after them. **Healthy diet** • Planning a healthy lunchbox or snack. • Describing the role of different food groups and what makes for a healthy, balanced diet. • Recognising natural and processed foods and what makes them different	• To know that sleep, hobbies, exercise and time with others can all help them to look after their feelings. • To know some simple ways that they can help others each day. • To know that children of their age should get between 9–12 hours of sleep every night. • To know that poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. • To know that everyone feels lonely sometimes and talking about it helps. **Bullying and mental health** • To know that when someone is bullied repeatedly, they may start to believe the negative things said about them. **Being active** • To know that being active doesn't just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day. • To know that moving their body every day helps them feel good and keeps them healthy. • To know that running, jumping and playing help their body grow strong. • To know that feeling tired can make it harder to run, play and have fun. **Dental health** • N/A **Healthy diet** • To know that a balanced diet includes a variety of food groups. • To know that different food groups do different jobs in the body. • To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food. • To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need. • To know that they should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated. • To know that nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy. • To know that processed foods are foods that have been changed or added to — like turning potatoes into crisps or fruit into fruit-flavoured sweets. • To know that natural or less processed foods usually have more nutrients.
Connecting with Others	**The role of family** • Describing different ways families can spend time together. • Describing ways family members can support each other (listening, helping around the home , looking after when ill, etc). • Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc).* **Diversity in family structures** • Recognising different family members and family set-ups in their own and others' families.	**The role of family** • To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). • To know that every family faces challenges.* • To know that families should make them feel loved, safe and supported.* **Diversity in family structures** • To know that different families might show love in different ways and spend time together in different ways.

	Family support • Identifying some of the challenges that families might face.* **Healthy friendships** • Identifying characteristics they look for in a friend and why. • Considering practical ways they can be a good friend to others. • Beginning to recognise unhealthy or unhappy friendships. **Friendship challenges** • Using respectful language when disagreeing or solving problems with others. • Taking ownership for their actions and explaining how they have acted impulsively or unkindly. • Analysing situations and discussing appropriate and inappropriate responses. • Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise. **Respecting each other** • Using manners when: Getting someone's attention. Eating meals together. Moving around the school or the classroom. Speaking to new people. • Considering how words, tone and body language can show respect or disrespect, and recognising how this influences the way others perceive them. • Identifying respectful and disrespectful behaviours in a range of scenarios. • Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). • Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). **Understanding boundaries** • Communicating personal boundaries clearly (e.g. "I'm not comfortable with that"). • Listening and responding respectfully when someone makes a request or expresses a boundary. • Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). **Respectful conflict** • Practising saying no or expressing disagreement respectfully. • Communicating simple boundaries clearly (e.g. "I don't want to play that game"). • Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). **Self-respect and self-esteem** • Identifying their own characteristics, strengths, skills and interests. • Reflecting on personal achievements and progress. • Setting and working towards personal goals with more independence. • Beginning to challenge negative self-talk and compare themselves less to others. **Valuing diversity** • Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes).	• To know that even though families may look very different, they usually have love and care for each other at the core of them. • To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness. **Family support** • To know that every family faces challenges at some point and that there is always help available to children if they need it.* • To know that families should make them feel loved, safe and supported.* • To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems. **Healthy friendships** • To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. • To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. • To know that most friendships have ups and downs. • To know that many people experience feelings of loneliness at times. • To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. **Friendship challenges** • To know that apologising and discussing feelings can help solve problems and maintain good relationships. • To know that respectful disagreement is a normal part of healthy relationships. • To know that compromise and fairness are vital to any friendship. **Respecting each other** • To know that respect means treating others as you would like to be treated: with kindness and fairness. • To know that everyone has the right to be treated with respect. • To know that good manners are a way of showing respect to other people. • To know that different people may have different needs and preferences in the same space. **Understanding boundaries** • To know that respecting boundaries helps keep relationships safe and healthy. • To know that physical, emotional and digital boundaries are all important. • To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable. **Respectful conflict** • To know that being assertive means speaking up calmly and politely without being unkind. • To know that being kind does not mean always agreeing or giving in. • To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise.

	• Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel. **Bullying** • Identifying examples of different types of bullying in various contexts, including online. • Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted. • Rehearsing what to do or say when they see bullying happening. **Relationship support (repeated in Staying safe)** • Practising how they would ask for help and say 'no' in certain situations.* • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).*	• To know that disappointment and frustration are normal feelings and will pass. **Self-respect and self-esteem** • To know that self-respect means valuing yourself and treating yourself with kindness. • To know that trying new things, learning from mistakes and achieving goals can build confidence. • To know that others may have different strengths and interests. **Valuing diversity** • To know that diversity means people have different backgrounds, cultures, religions and beliefs. • To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals. • To know that people should be treated as an individual and with respect. **Bullying** • To know there are different types of bullying including physical, verbal and online (cyberbullying). • To know that there may be times when they see or become aware of bullying happening to others, either in person or online. • To know that bullying may target someone's appearance, beliefs or abilities. • To know who they should tell about bullying, whether it is happening to them or others. **Relationship support (repeated in staying safe)** • To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. • To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.
The Online World	**Being online** • Identifying what the internet can be used for. **Online relationships** • Identifying the benefits and challenges of online and in-person communication. • Communicating respectfully and appropriately in an online environment. • Recognising that disrespectful online communication can have a negative impact on others. **Risks and harms** • Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. • Identifying some types of online bullying behaviour. **Responsible and safe use** • Choosing whether to accept a friend request in an online game. • Recognising that some online features are not suitable for all ages. • Questioning whether online information, including from search engines, is accurate.	**Being online** • To recognise that many everyday activities involve being online, even when it is not obvious. **Online relationships** • To know that the same respectful behaviours apply online as in person. • To know that online communication can make misunderstandings more likely. **Risks and harms** • To know they should only communicate online with others they know, not with strangers. • To know that bullying can happen online. • To know that some information online may be inaccurate or misleading. **Responsible and safe use** • To know that once something is shared online, even privately, they no longer have control over who sees it. • To know that even when they are speaking to friends online, they should not share private information.

	• Comparing information from several online sources to help decide which is most reliable. **Reporting online** • Role-playing how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.	• To know that some apps and websites have age restrictions which are there to keep children safe. **Reporting online** • To know how to take a screenshot or screen-grab to save online information as evidence.
Citizenship	**Developing confidence and responsibility and making the most of their abilities** • Recognising a wider range of jobs available. • Identifying their personal strengths and skills and considering how these relate to jobs. • Explaining some common gender stereotypes, why they are unhelpful and how to challenge them. • Explaining the pros and cons of changing careers. **Preparing to play an active role as citizens** • Identifying things that can and cannot be recycled. • Explaining how reducing, reusing and recycling resources can help the environment. • Describing the local council's role in looking after the local area. • Recognising the ways in which people's rights can support and protect them.	**Developing confidence and responsibility and making the most of their abilities** • To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping. • To know that stereotypes can restrict people's sense of what they can do or become. • To know that getting value for money involves considering the cost, usefulness and quality of items. • To know that budgeting involves planning how to spend and save available money. **Preparing to play an active role as citizens** • To know that rights are basic freedoms that belong to every person in the world. • To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. • To know that reducing waste is better than reusing and reusing is better than recycling. • To know that different people (e.g. adults, police, politicians) work to protect people's rights. • To know that responsibilities are things people need to do to look after themselves, other people and places. • To know that the local council is responsible for deciding how money is best spent in the local community.
Staying Safe	**Recognising unsafe personal situations** • Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). • Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). • Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. **Relationship support (repeated in Connecting with others)** • Practising how they would ask for help and say 'no' in certain situations.* • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).* **Road and rail safety** • Explaining how to safely cross roads using a variety of crossing types. • Identifying various risks on roads and ways to make them safer. **Water safety** • Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures).	**Recognising unsafe personal situations** • To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. • To know the correct terms for private body parts, including the scrotum and nipples. • To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). • To know that feeling and being unsafe can happen even with someone they know. • To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. • To know that they should not share personal information with people they do not know and trust, including online. **Relationship support (repeated in Connecting with others)** • To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. • To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.

	• Explaining some water safety signs and their meaning. **Hazards at home and away** • Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. • Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. **Calling the emergency services (developed further in Health protection and First aid units)** • Identifying different ways of getting help in an emergency, including phoning 999. * **Drugs, alcohol, tobacco and vaping** • Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).	**Road and rail safety** • To know some common road-crossing types. • To know some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways). **Water safety** • To know that swimming in open water is usually more dangerous than swimming in a swimming pool. • To know that if someone else is in trouble in the water they should throw in something that floats. **Hazards at home and away** • To know that thinking ahead and considering potential risks can help prevent accidents. • To know that fire can spread quickly and should never be played with. • To know that appliances and household products should only be used for the purpose they are designed for. **Calling the emergency services (developed further in Health protection and First aid units)** • To know that an operator will ask which emergency service is needed, what happened and where. * **Drugs, alcohol, tobacco and vaping** • To know that alcohol and smoking/ vaping are legal for adults but illegal for children. • To know that alcohol and smoking/vaping both have harmful effects on the body. • To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful.
Growing Up	**Changing bodies** • Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. • Describing some emotional changes that happen during adolescence. • Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").*	**Changing bodies** • To know that unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect. • To know that their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. • To know that as their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). • To know that one of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). • To know that during a period a small amount of blood leaves the body from the vagina each month. • To know that periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. • To know that some people experience discomfort or pain during their period and that this is common. • To know the correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair). • To know that they should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up.

Health Protection	**Preventing illness** • Explaining how germs and infection can spread from person to person. • Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness. • Beginning to explore how decisions about health (like vaccination) are based on evidence and advice from medical professionals. **Dealing with common injuries** • Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services. **Sun safety** • Applying sunscreen with supervision. • Describing ways they can protect themselves in the sun. **Support with physical health** • Describing physical health concerns clearly to an adult. • Deciding when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching). • Beginning to judge when a physical concern may need help from a health professional. **Calling the emergency services (builds on learning from staying safe)** • Role-playing making a 999 call.* • Recognising what makes a call to 999 clear and efficient. • Recognising which emergency service is needed in different scenarios.* • Identifying different ways of getting help in an emergency, including phoning 999. *	**Preventing illness** • To know that germs can spread through touch, coughs, sneezes and shared objects. • To know that handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading. • To know that vaccines help the body build protection (immunity) against certain diseases without getting the illness first. • To know that vaccines teach the body how to fight off germs. • To know that vaccines have helped reduce or stop the spread of some serious diseases. • To know that viruses and bacteria are both types of germs that can cause illness. **Dealing with common injuries** • To know that if someone cannot breathe it is a medical emergency. • To know that if someone is losing a lot of blood it is a medical emergency. • To know that if someone is unable to respond to you it may be a medical emergency. • To know that pressure can help stop bleeding. • To know that back slaps can help dislodge an object that is causing someone to choke. • To know that cold water can help with minor burns. • To know that someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help. **Sun safety** • To know that sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer. • To know that sunscreen should go on all uncovered skin on sunny days, even in the UK. • To know that sunscreen needs reapplying every two hours or after swimming. • To know that sunscreen comes in different sun protection factors (SPFs) and that a higher SPF offers more protection against the sun. • To know that they should aim to stay out of the sun in the hottest part of the day. **Support with physical health** • To know that giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help. • To know that not all physical discomfort needs an adult straight away and that some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed themselves. • To know that some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss, tiredness. • To know that there are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing. • To know that getting help early can prevent a health issue from becoming worse. • To know that antibiotics can treat some illnesses caused by bacteria but do not work against viruses. **Calling the emergency services (builds on learning from staying safe)** • To know that an operator will ask which emergency service is needed, what happened and where.*

		• To know how to dial 999 on a locked mobile phone.*

Y5/6

	Skills	Knowledge
My Healthy Self	**Recognising and talking about emotions** • Communicating how they are feeling and why, in a clear and respectful way.* • Describing their thoughts and responses to a situation and considering possible alternative ways to respond.* • Reflecting on whether their feelings and behavioural response were appropriate for a particular situation.* • Considering how their behavioural response to a situation might be different in different places. **Support with mental wellbeing** • Recognising signs that someone might be experiencing mental health problems. • Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc). **Self-care** • Reflecting on the benefits of positive emotional health and what this entails for them. • Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work. • Identifying ways they can actively help or support others at school or in the community. • Creating an evening routine that is conducive to a good night's sleep. **Bullying and mental health** • Explaining how and why bullying, including online (cyberbullying), can negatively impact mental wellbeing in the short and long term. • Considering how those who are bullied would think and feel and demonstrating empathy towards them. **Being active** • Reflecting on how active they are each day and planning ways to move more during the week. • Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels. • Recognising the difference between light, moderate and vigorous activity and giving examples of each.	**Recognising and talking about emotions** • To know the difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. • To recognise describe the following emotions and associated feelings: Happiness (content, grateful, optimistic). Sadness (pessimistic, vulnerable, grief, excluded, betrayed). Fear (insecure, anxious, stressed, pressured, overwhelmed). Anger (betrayed). Disgust (humiliated, ashamed). Surprise (startled). • To know that it is important to speak openly about emotions and their associated feelings. • To know that it is important to regulate responses to emotions so they do not control feelings and actions.* • To know that reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings. **Support with mental wellbeing** • To know that mental health affects how people feel, think, behave and cope with life. • To know that just like physical health, everyone has mental health and that it can change over time. • To know that many people experience mental ill health and that support is available. • To know some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc). • To know that different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support. • To know that there are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to. **Self-care** • To know the importance of making time to prioritise their own emotional health. • To know that spending time outdoors can help people feel calm, focused and more connected to the world around them.

	• Recognising and explaining the benefits of regular physical activity on both mental and physical health. **Dental health** • Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups. **Healthy diet** • Evaluating food choices and what can influence these. • Reading basic traffic light food labels to compare sugar, salt or fat content. • Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness). • Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. • Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt.	• To know that friendships support mental health by helping people feel accepted, understood and less alone. • To know that helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose. • To know that sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus. • To know that lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing. • To know that some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, extended inactivity or insufficient time with friends and family). **Bullying and mental health** • To know that people who are bullied may need support to feel better and rebuild their confidence. • To know that bullying is proven to have a negative impact on mental health now and in the future. **Being active** • To know that people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing. • To know that being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight. • To know that physical activity helps mental wellbeing by boosting mood and reducing stress. • To know that moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling, playground games). • To know that vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more. • To know that children their age should get at least one hour of moderate to vigorous activity every day. • To know that not being active can lead to long-term health problems, including obesity and poor mental wellbeing. **Dental health** • To know that flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach. • To know that most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay. • To know that visiting the dentist every six months helps spot problems early before they become serious or painful. • To know some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath). • To know that having sugary snacks or drinks between meals increases the risk of tooth decay. **Healthy diet**

		• To know that sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods. • To know that eating well supports both physical and mental health, including energy levels, mood and concentration. • To know that poor nutrition can lead to tiredness, illness, low mood or long-term health problems. • To know that nutritional labels show calories, fat, sugar and salt, which help people make informed choices. • To know that calories are a measure of energy in food. • To know that feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy. • To know that obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness.* • To know that others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need.
Connecting with Others	**The role of family** • Discussing how the time spent with family may change as they get older and how these relationships might evolve. • Reflecting on how they support their families, how their families support them and why this is important to their family. • Exploring different ways parents or carers might protect and show care for their children. • Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). **Diversity in family structures** • Analysing how different contexts can influence family roles and relationships. • Recognising and respecting different types of families. **Family support** • Recognising when a family relationship seems unsafe or unhealthy. **Healthy friendships** • Considering the importance of friendships and the different ways friendships can enhance our lives. • Suggesting ways people can make new friends throughout their lives. • Recognising that friendships will change and evolve over time. • Describing some signs of unhealthy or unhappy friendships. **Friendship challenges** • Resolving conflict using calm, assertive communication (e.g. "I feel... when you…" statements). • Self-identifying when they need to adjust their behaviour. • Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings.	**The role of family** • To know that 'commitment' means promising to be with someone through good and bad times. • To know that marriage and civil partnerships are a legal commitment between two people based on love and care. • To know that parents/carers are there to guide children and protect them and this might mean them setting boundaries or rules. • To know that families should support and protect the physical and mental health of all members and provide love and security to children.* **Diversity in family structures** • To know that family functions (e.g. support and caregiving) may be shared differently in different families. • To know that the central function of any family is to provide stability and safety to its members, especially children. **Family support** • To know they can speak to someone at school or Childline if a family relationship is making them feel unsafe. • To know that families should support and protect the physical safety and mental health of all members.* **Healthy friendships** • To know that close friendships are important for people's happiness and mental health. • To know that signs of unhealthy friendships might be: One-sidedness. Frequent criticism. Controlling behaviours. Constant conflict. Unreliable or untrustworthy actions. • To know that how people deal with fallouts and disagreements can affect how strong their friendships become. • To know that people who pressure, lie, or break promises may not be trustworthy. • To know that it is ok to end a friendship if it is unhealthy or makes them unhappy.

	• Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. **Respecting each other** • Using courtesy and manners in a variety of situations, such as: Being late. Forgetting something. Admitting a mistake. Challenging something respectfully. In a new or unfamiliar environment. • Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). • Practising adapting communication to show respect in formal and informal situations, with both peers and adults. • Recognising situations where their personal preferences may conflict with others' needs and to respond appropriately (e.g. not playing music aloud on transport, being aware of body space). **Understanding boundaries** • Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). • Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. **Respectful conflict** • Recognising when to stand up for themselves and when to compromise. • Discussing real-life examples of balancing their own needs with others. • Practising discussing disagreements without blaming others or over-reacting. **Self-respect and self-esteem** • Recognising and celebrating their own identity and what makes them unique. • Reflecting on personal values and how these should influence their behaviour and choices. • Setting personal goals and planning how to work towards them.* • Practising self-care strategies that support emotional wellbeing. **Valuing diversity** • Noticing where stereotypes might appear such as in books, games, adverts or everyday language. • Considering how people are shown respect or disrespect in real-life situations, such as in the news or sport. • Practising ways to safely speak out against unfairness or exclusion, using respectful language. **Bullying** • Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. • Demonstrating safe and effective ways to respond to bullying, both in person and online. **Relationship support (repeated in Staying safe)** • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).*	**Friendship challenges** • To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). • To know that it is important to regulate our responses to emotions so they do not control our feelings and actions.* • To know that if conflict exists, using violence or aggression is not acceptable and will make things worse. **Respecting each other** • To know that respect can also mean recognising someone's role or responsibility, e.g. showing respect to teachers, leaders or people in public service. • To know that people should try to balance their own needs and wants with the needs and rights of those around them to be respectful. • To know that people have a responsibility to each other to behave appropriately and fairly. **Understanding boundaries** • To know that healthy relationships involve mutual trust, respect and consent. • To know that it is okay to say no, to change a decision, or to change a boundary, even if permission was previously given. • To know that crossing someone's boundary, even as a joke, can harm trust and damage relationships. • To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. **Respectful conflict** • To know how to express needs and boundaries respectfully and confidently. • To know the difference between being assertive, passive, aggressive and controlling (coercive). • To know that they can be kind and respectful to others without ignoring their own needs. **Self-respect and self-esteem** • To know that behaving in a way that aligns with our values contributes to self-respect.* • To know that self-respect supports good mental health and happiness and aids personal growth. • To know that identity includes values, beliefs, likes, dislikes and cultural background. • To know that developing interests and achieving goals helps build self-esteem. **Valuing diversity** • To know that discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability. • To know that stereotypes can be harmful because they limit what people believe they can do or become. **Bullying** • To know that a bystander is someone who sees or knows that bullying is happening but does not take part or take action.

	• Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).*	• To know that an upstander is someone who witnesses bullying and chooses to take safe and appropriate action. • To know that bullying can seriously affect the mental health of those involved and can have a long-term impact. • To know how to get help from trusted adults, school procedures or external support services (e.g. Childline). **Relationship support (repeated in Staying safe)** • To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.
The Online World	**Being online** • Recognising that online experiences can have both positive and negative effects. **Online relationships** • Identifying the benefits of in-person relationships on their wellbeing. • Recognising the effect of online interactions on personal wellbeing. **Risks and harms** • Recognising that changes in mood or self-esteem may be linked to time spent online. • Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. • Recognising a wide range of bullying and harassment behaviours online and their impact. **Responsible and safe use** • Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested. • Recognising that some apps and websites have age restrictions because of their content or features. • Evaluating information they see online, including the difference between fact and opinion. **Reporting online** • Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).	**Being online** • To know that specific online activities are designed for different purposes (e.g communication, entertainment or learning). **Online relationships** • To know that in-person interactions can offer advantages that online interactions may not have. **Risks and harms** • To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. • To know that online content is often edited and carefully chosen. • To know that personal data includes information about a person, including their online behaviour and interests. • To know that apps, websites and games can collect personal data, including location information. **Responsible and safe use** • To know that there are steps they can take if they recognise they are being negatively influenced online (e.g. unfollowing, blocking, fact-checking or reporting). **Reporting online** • To know how to report concerns on different online platforms. • To know that reporting online concerns to a trusted adult is always important.
Citizenship	**Developing confidence and responsibility and making the most of their abilities** • Explaining the issues and causes they care about. • Classifying spending decisions as needs or wants. • Explaining how to safeguard their money online and offline. • Explaining the risks of gambling. • Recognising common stereotypes related to different jobs. **Preparing to play an active role as citizens** • Explaining what happens when someone breaks the law.	**Developing confidence and responsibility and making the most of their abilities** • To understand that borrowing money may require paying more than the original amount due to interest. • To understand that gambling involves risking money with a significant chance of losing it. **Preparing to play an active role as citizens** • To know that prejudice is making unfair assumptions about someone based on certain information.

	• Explaining why prejudice and discrimination are wrong and the effect they can have on people and the community. • Recognising that the rights and responsibilities of different groups may not always align. • Explaining how some people have contributed to their community and beyond. • Role-playing a local council surgery. • Explaining how they can influence what happens in Parliament.	• To know that discrimination is treating someone differently or unfairly because of certain characteristics, such as age, gender or religion. • To know that there are laws to protect people's rights and ensure they are treated fairly and kept safe. • To know that there are consequences if laws are broken. • To know that setting up community groups is one way people can contribute to their community. • To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. • To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community. • To know that elections allow people to vote for a Member of Parliament to represent them in Parliament. • To know that people pay taxes to fund Government and local spending.
Staying Safe	**Recognising unsafe personal situations** • Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. • Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. • Practising how to ask for, give or refuse permission or consent in a range of situations. **Relationship support (repeated in Connecting with others)** • Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).* • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.* • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).* **Road and rail safety** • Identifying safe places to cross a road and describing different strategies to cross safely. • Explaining how to safely cross a railway line, at identified crossing points. • Identifying various risks on railways and ways to make them safer. **Water safety** • Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. **Hazards at home and away** • Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. • Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). • Assessing whether a situation is hazardous and explaining why.	**Recognising unsafe personal situations** • To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. • To know that someone asking them to keep conversations or photos private, especially online, may be unsafe. • To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. • To know that not everyone online is who they say they are. • To know that the absence of permission or consent means that a situation is likely to be unsafe. **Relationship support (repeated in Connecting with others)** • To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online. **Road and rail safety** • To know some common safety issues when crossing the road or around railways. • To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. • To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. **Water safety** • To know what beach safety flags tell us about the conditions. • To know the water safety code (Stop and think, Stay together, call 999, float). **Hazards at home and away** • To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices.

	• Considering how to respond to hazards in a range of situations, including those involving peers. **Calling the emergency services (developed further in Health protection and First aid units)** • Identify situations where calling 999 is appropriate vs not.* • Recognising other ways of getting help when it is needed, but is not an emergency.* • Explaining why filming an incident is not usually the right course of action in an emergency.* **Drugs, alcohol, tobacco and vaping** • Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). • Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). • Explaining the risks and consequences of using harmful substances and practising how to say 'no'.	• To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). • To know that some environments carry higher risk and require greater caution. **Calling the emergency services (developed further in Health protection and First aid units)** • To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.* • To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.* **Drugs, alcohol, tobacco and vaping** • To know that drugs are substances that change how the body or mind works. • To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. • To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. • To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. • To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.
Growing Up	**Growing bodies** • Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. • Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). • Describing the stages of the menstrual cycle. • Challenging behaviour that crosses personal boundaries, while staying respectful and safe.*	**Changing bodies** • To know that everyone's body changes during puberty in different ways and at different times and that making comments about these changes can be unkind and harmful. • To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). • To know that the stage in which an individual changes from a child to an adult is called 'puberty' and this happens over a period of time as more hormones are released into the body. • To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle. • To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness. • To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. • To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable. • To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up. • To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). • To know that wet dreams and erections are natural physical changes that happen to most boys during puberty. • To know that a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep.

		• To know that an erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.
Sex Education (Y6)	**Sex education (non-statutory)** • Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. • Describing, in simple terms, how a baby is conceived and born (e.g. that sexual intercourse is the way humans reproduce). • Asking questions about growing up, relationships, conception and birth in a respectful and appropriate way.	**Sex education (non-statutory)** • To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex). • To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older. • To know that pregnancy begins when a fertilised egg grows in the uterus. • To know that a baby develops in the uterus for approximately nine months. • To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. • To know that there are different ways people can become parents, including through IVF and adoption. • To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.
First Aid	**Responding to medical emergencies** • Recognising when someone is unresponsive and not breathing normally. • Remaining calm and assessing a situation before acting, including checking that it is safe to approach before providing help. • Practising some first aid techniques (e.g. the recovery position) with guidance. **Calling the emergency services** • Role-playing making a clear and effective 999 call.* • Identify situations where calling 999 is appropriate vs not.* • Recognising other ways of getting help when it is needed, but is not an emergency.* • Considering how to stay safe and help while waiting for the emergency services to arrive.* • Explaining why filming an incident is not usually the right course of action in an emergency.*	**Responding to medical emergencies** • To know that someone who may be seriously injured should never be moved unless there is immediate danger to them. • To know that CPR (cardiopulmonary resuscitation) is an emergency procedure used when someone is not breathing or their heart has stopped. • To know that CPR involves chest compressions and rescue breaths to help keep blood and oxygen circulating through the body. • To know that the recovery position is used when someone is unresponsive but breathing normally. • To know that a defibrillator is a device that can help someone if their heart stops functioning properly. • To know that some defibrillators are found in public places and give clear instructions. • To know that children should get help from a trusted adult rather than attempting to handle an emergency alone. • To know that a mobile device can be used to share a precise location in an emergency. • To know that in an emergency, getting help is more important than worrying about getting into trouble. **Calling the emergency services** • To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.* • To know that hoax calling 999 is a criminal offence.* • To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.* • To know that pressing 55 when on the phone with an operator can let them know help is needed without speaking.*

Appendix B: Sex Education Planning

PSHCE: Sex and Relationships Education (SRE)

Subject: PSHCE	Topic/Unit: Relationships and Sex Education
Class: Maple	Term: 5

Vocabulary:
Puberty, breasts, pubic hair, sperm, semen, changes, physical, emotional, personal hygiene, hormones, oestrogen, progesterone, testosterone, penis, testicles, ovary, ovum, fallopian tube, uterus, vagina, cervix, reproduction, organs, sexual, sexual intercourse, sex, external, internal, erection, ejaculation, conception, pregnancy, foetus, families, adoption, foster, lesbian, gay, transgender, wider family, contraction, labour, dilation, umbilical cord, placenta, amniotic fluid, caesarean section, wet dreams, sperm duct, prostate gland, scrotum, womb, pelvis, hips, bladder, menstruation, period, sanitary towels, tampons

	Learning Objective	Lesson Outline	Resources
Year 5 and 6	To know and understand the physical changes that take place during puberty and why they happen.	**Lesson 1 – Whole Class Together** **Introduction:** Establish the ground rules for this topic (PINK, p.5). Introduce the **Question Box**, explaining that children can anonymously submit questions they have about the topics covered. These questions will be discussed and answered during the upcoming lessons. **Activity 1 – How We Have Changed:** Ask children to think about and discuss ways in which they have changed since they were babies. Encourage them to consider physical, emotional and developmental changes. **Activity 2 – Changes from Childhood to Adulthood:** Play **Programme 4: Changes**. Ask children to make notes about the different changes that take place as people develop from childhood into adulthood. **Activity 3 – Changes We Can and Cannot Control:** Using *Living and Growing*, Unit 2, p.15, ask children to sort the changes into two categories: • Changes we can control • Changes we cannot control **Plenary – Puberty Quiz:** Complete the **Puberty Quiz** (PINK, p.62) as a class. Use this to check children's understanding and address any misconceptions.	RSE Pink Curriculum p.30 All About Us: Living and Growing DVD programme 4

Year 5 and 6	To name the female reproductive organs and understand the function of each. To understand the menstruation cycle including the physical and emotional effects on a female. To be aware that puberty occurs at different times for different people. To explore boys' perceptions of girls.	**Lesson 2 – Give option to teach boys and girls separately** **Activity 1 – Understanding Menstruation:** Watch **Programme 5: Girl Talk**. Using the accompanying PowerPoint, explain the menstrual cycle and address common myths and misconceptions. For example, clarify that having a period does not prevent someone from swimming or taking part in normal activities. Make links to the reproduction of plants and mammals covered in Science earlier in the year, where appropriate, to help children connect their existing knowledge to human reproduction. **Activity 2 – Menstrual Cycle Timeline:** Complete a **menstrual cycle timeline task** to help children understand the main stages of the menstrual cycle and the sequence in which they occur. **Plenary – What Do You Know About Periods?** Complete the **Periods – What Do You Know?** worksheet from *Living and Growing*, p.18. Use children's responses to identify and address any remaining misconceptions.	All About Us: Living and Growing DVD programme 5 Powerpoint explaining the menstruation cycle www.bbc.com/education/clips/ zdypyrd
Year 5 and 6	To identify and describe the emotional and physical changes which occur for boys during puberty. To be aware that puberty occurs at different times for different people. To explore girls' perceptions of boys.	**Lesson 3 – Give option to teach boys and girls separately** **Activity – Changes During Puberty:** Watch **Programme 6: Boy Talk**. Discuss the physical and emotional changes that boys may experience during puberty, using the DVD as a guide. These may include: • A deeper voice • Growth of body and facial hair • Changes in body shape and muscle development • Growth of the penis and testicles • Erections and wet dreams • Increased sweating and changes in body odour Emphasise that puberty happens at different times and rates for everyone and that these changes are a normal part of growing up.	All About Us: Living and Growing DVD programme 6

Year 5 and 6	To be able to identify and understand how hygiene needs change during puberty. To be aware that puberty occurs at different times for different people. To be able to recognise own changing emotions and be able to express these feelings and concerns positively.	**Lesson 4 – Give option to teach boys and girls separately** **Introduction – Recap:** Recap when puberty usually begins and emphasise that there is a wide range of ages at which puberty can start. Everyone develops at their own pace, and it is normal for changes to happen earlier or later than they do for others of the same age. **Activity 1 – Understanding Puberty:** Read *Hair in Funny Places*. Discuss the changes associated with puberty and explore any worries or concerns children may have about growing up. Address concerns about developing at a different rate from friends or classmates and reinforce that there is no single timetable for puberty. **Activity 2 – Personal Hygiene During Puberty:** Display an outline of the human body. Ask children to identify areas of the body that may require increased attention to hygiene during puberty and discuss why. **Activity 3 – Personal Hygiene Products:** Display a range of personal hygiene products, such as deodorant, a razor, toothbrush, spot cream, sanitary towel and shampoo. In groups, ask children to discuss each item: • What is it? • What is it used for? • Is it designed for males, females or anyone to use? • Is it important to use, and why? Emphasise that personal hygiene needs can vary from person to person and that hygiene products are not generally restricted to one gender. **Plenary – Hygiene and Growing Up:** Watch and discuss *Some of Your Bits Ain't Nice*. Use the video to reinforce key messages about personal hygiene during puberty and allow children to raise any questions or concerns.	*Hair in Funny Places* by Babette Cole '*Some of your bits ain't nice*' animation.

Year 6 ONLY	To be able to label and explain the function of the female and male reproductive organs.	**Lesson 5 – Year 6 Only – Give option to teach boys and girls Separately** **Introduction – Scientific Vocabulary:** Explain that it is important for children to know and use the correct scientific names for the internal and external reproductive organs. Reinforce that using accurate anatomical vocabulary helps children communicate clearly and confidently about their bodies. **Activity 1 – Female Reproductive System:** As a group, label a diagram of the female reproductive system, identifying the relevant internal and external reproductive organs. Discuss the function of each organ and make links to learning from previous lessons about puberty, menstruation and reproduction. Address and clarify any misconceptions identified during earlier sessions. **Activity 2 – Male Reproductive System:** As a group, label a diagram of the male reproductive system, identifying the relevant internal and external reproductive organs. Discuss the function of each organ and make links to learning from previous lessons about puberty and the changes that occur during adolescence. Allow time for children to ask questions and use the Question Box to address any questions they may have.	PINK p. 68

Year 6 ONLY	To know about the facts of the human lifecycle, including sexual intercourse.	**Lesson 6 – Year 6 Only – Give option to teach boys and girls separately** **Activity 1 – How Babies Are Made:** Read *Mummy Laid an Egg*. Re-read the story, stopping at key points to discuss what the children already know about how babies are made and what they have learned from the story. Address any misconceptions and answer questions appropriately. Remind children that they can also use the **Question Box** to ask questions anonymously. **Activity 2 – How Babies Are Made:** Watch **Programme 7: How Babies Are Made**. Use the programme to reinforce children's understanding of reproduction and how a baby begins to develop. **Key Messages:** Ensure children understand the following important messages: • **The legal age of consent to sexual activity in the UK is 16.** • **Sexual activity must always be consensual. Both people must agree, and consent can be withdrawn at any time. If someone says no, it must not happen.** • If a child has concerns or wants to talk to someone about anything covered in the lesson, they can contact **Childline on 0800 1111**. **Activity 3 – How a Baby Is Made:** Using the sequence cards from **PINK, p.70**, ask children to put the stages of reproduction into the correct order. Include the key stages of sexual intercourse, sperm travelling through the reproductive system towards the egg, and the sperm and egg joining to form a new cell. Reinforce the correct scientific vocabulary introduced in previous lessons. **Activity 4 – How Babies Are Born:** Watch **Programme 8: How Babies Are Born**. Discuss the main stages of birth and allow time for children to ask questions. Address any misconceptions that arise. **If time, activity 5 – The Miracle of Life:** Watch *Miracle of Life*. Use the programme to consolidate children's understanding of reproduction, pregnancy and the development of a baby.	*Mummy Laid an Egg* by Babette Cole All About Us: Living and Growing DVD programme 7 and 8 Miracle of Life: www.youtube.com/watch?v=GE_l186boUU

Year 6 ONLY	To consider the need for trust and love in marriage and established relationships. To consider different types of love and relationships.	**Lesson 7 – Year 6 Only – Give option to teach boys and girls separately** **Activity 1 – Families:** Show a picture of a family consisting of a man, a woman and two children. Ask: **"Is this a family?"** Discuss children's responses and explore what makes someone a family. Display the **"Same Love. Different Family"** poster. Discuss the different ways families can be formed, including families with two mums, two dads, a single parent, grandparents or other carers. Emphasise that families can look different from one another, but what makes a family is the love, care and support people provide for each other. **Activity 2 – Healthy Relationships:** Explore what makes a relationship healthy, respectful and safe. Discuss the following statements and ask children to explain their reasoning: • Is it okay to lie to your partner? • Is it okay to argue with your partner? • Is it okay to always try to please your partner? • Is it okay to continue doing something when your partner has said no? • Is it okay to expect your partner to do everything you ask them to do? Reinforce the importance of **respect, communication, boundaries, equality and consent** in healthy relationships. **Activity 3 – Showing Care and Affection:** As a class, discuss ways that adults who love each other might show care and affection, for example: • Kissing or cuddling • Looking after each other when they are unwell • Listening to each other's worries and problems • Supporting and helping each other • Spending time together Explain that **sexual activity can be part of a loving relationship between consenting adults, but it is not the only part of a loving relationship**. Reinforce that healthy relationships involve mutual respect, communication, boundaries and consent. **Key Messages:** Revisit the key messages from the previous lesson: • The legal age of consent to sexual activity in the UK is **16**. • Sexual activity must always be **consensual**. Both people must agree, and consent can be withdrawn at any time. • If someone says **no**, their decision must be respected.	Stonewall poster: Same Love. Different Family.

		• Children can use the **Question Box** to ask questions anonymously.	

Before starting this series of lessons, send a letter to parents/carers informing them about the unit of work. Parents/carers should be given the opportunity to review the planned lessons and view any DVDs, books or worksheets that will be used as part of the unit.