



# **Draft Relationships Sex and Health Education Policy**

*Including PSHCE*

|   |                            |
|---|----------------------------|
| <b>Responsible Committee</b>                  | <b>Full Governing Body</b> |
| <b>Date reviewed</b>                          |                            |
| <b>Next Review date</b>                       |                            |
| <b>Signed on behalf of the Governing Body</b> |                            |
| <b>Print name</b>                             |                            |

## **CONTEXT**

The Department for Education and Employment states that all primary schools should have a relationship and sex education programme that includes health (RSHE) tailored to the age and the physical and emotional maturity of the children. Relationship and Health Education are statutory parts of the school curriculum. The focus should also be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The DfE guidance on the teaching of RSHE (July 2025) advises schools that:

*Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation. Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child. Primary children should be introduced to protective and preventative content in away that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities.*

RSHE should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum and teach about growing and changing bodies as part of health education.

As a Church of England School, we follow the Church of England advice for schools which states that:

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

## **AIMS/VISION**

At HSA we want everyone to be able to let their light shine and flourish in their school, home and community. RSHE, and the wider PSHCE curriculum are important contributory parts of that aim. We are teaching a curriculum in RSHE and PSHCE that nurtures, educates, protects and supports all children to

live life to the fullest. Safeguarding is at the heart of all we do and our commitment to the safety and wellbeing of all children underpins this policy.

Accordingly, the HSA RSHE programme will:

Teach children:

- the knowledge and life skills to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world' (DFE, 2017)
- key aspects of “moral, social, mental and physical development” (DfE statutory guidance, 2025)
- accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (PSHE Association - Sex and Relationships for the 21<sup>st</sup> Century, 2014).
- respect for themselves and each other, building on an understanding of the different relationships with family and friends and to move confidently from early childhood into adolescence.

Enable children:

- to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- stay safe in the wider world, online and in relationships.

Support children:

- to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts (DfE Relationships Education Guidance, 2019).
- through their early physical, emotional and moral development, helping them to understand their bodies and the changes that occur in them as they grow and mature.
- to “cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness” (DfE statutory guidance, 2025)

LINKS

This policy should be read in line with these key government documents:

- Keeping Children Safe in Education (statutory guidance)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- SEND Code of Practice (2015, statutory guidance for schools)
- The Equality Act (2010)

And also with these school documents:

- Safeguarding Policy
- Equal opportunities Policy
- Behaviour Policy
- HAS Way and behaviour curriculum
- SEND Policy and Information Report

### Key Principles

- All teaching will be based in British law, emphasising where legal requirements underpin teaching. This includes the legal age of consent, and the Equality Act (2010). This is supported by British Values work on the rule of law
- The majority of sex and relationship education will be delivered by the class teacher as part of the curriculum during planned lessons. There may be occasions when children are taught by another member of school staff
- Some aspects of the curriculum will be taught in Worship
- There are opportunities to talk and discuss content whilst developing a deeper and more confident understanding of the curriculum in 10 for 10 speaking and reflection times
- Health Education is taught across the curriculum including in science and PSHE lessons.
- Teachers will cover statutory sex education elements in science lessons.
- Teachers will cover the majority of relationships education in PSHE lessons
- There will also be opportunities for children to learn about relationships and health through reading, drama, assemblies, small group learning, trips and visits.
- Some aspects of the curriculum are taught on a whole school basis eg Healthy living Week, British Values Week and on Values Days each half term.
- Where external professionals come into school to support teaching of sex and relationships, they will follow the guidance in this policy and support the ethos of the school. It is the practice of school not to rely on external visitors for core relationships and sex education content
- Teachers in all year groups will use correct names for body parts, including names for reproductive organs and processes. All staff will avoid euphemisms
- HSA School takes seriously the right of children to learn about all relationships, including LGBT+, and prioritises all children's rights to be safe and included including children with additional needs and disabilities

- Teachers will be guided at all times by the school Safeguarding Policy and their understanding of all forms of child abuse.
- Teaching will recognise the protected characteristics under the Equality Act (2010), including biological sex, sexual orientation, gender, disability and belief.
- Teachers will recognise that children with SEND have particular vulnerabilities and may need teaching that is additional to or different from the majority of children.
- All teaching will be guided by the principles of inclusion and sensitivity.

## The RSE Curriculum

|                      |   |                        |                                     |                        |                                     |
|----------------------|---|------------------------|-------------------------------------|------------------------|-------------------------------------|
| <b>Good to be me</b> | <b>Me, you and everyone (Forest School)</b> | <b>Keeping me safe</b> | <b>Regulating and respecting me</b> | <b>Keeping me well</b> | <b>Getting me ready for changes</b> |
|----------------------|---|------------------------|-------------------------------------|------------------------|-------------------------------------|

The DfE (July 2025) outlines the expectations for pupils' learning in Relationships Education in Primary School and Health Education in Primary School.

There are five strands to RSE in Primary School:

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

These are taught across all year groups. Please see the DfE statutory requirements in Appendix A.

We teach these areas around six recurring PSHCE themes. This enables our children to revisit core learning and develop their understanding as they grow and mature.

## Themes

In line with the HSA Way, children also learn about our school values and the footsteps of

St Andrew as part of the RSHE and PSHCE curricula. This learning is celebrated in our half-termly Values Days and our annual St Andrew's Day celebrations, with their focus on the teaching of citizenship as modelled by St Andrew. The specific themes and content of these days is chosen annually to meet current needs and address any pertinent issues in school or the wider community. Parents are kept informed in school communications including letters home, Newsletters and social media.

## The Health Curriculum

The Health Curriculum is divided into six strands:

- General Wellbeing
- Wellbeing online
- Developing bodies
- Personal Safety
- Health Protection and Prevention
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Basic First Aid

It is taught in all year groups as part of PSHCE and Science lessons as well as in cross-curricular learning, Values Days, visits and trips. This teaching is statutory for all children.

Please see Appendix B for the full DfE Statutory Health Education Requirements for Primary School.

## Sex Education

The statutory elements of sex education at Primary School are:

- Names of all body parts
- How bodies grow and change
- Puberty
- Reproduction in plants and animals
- Human reproduction – factual content.

These subjects are covered in Science lessons as well as PSHCE. They are part of the National Curriculum and statutory for all children.

In addition, HSA teaches sex education in Year 5 and 6. This is part of a teaching sequence in health education that starts in KS1 with naming body parts and teaches children in KS2 about puberty, body hygiene, menstruation and pregnancy. Where sex education teaches more than the National Curriculum health and science requirements, parents have a right to withdraw their children from those specific lessons. These aspects are clear in our curriculum map.

**For all details on the content of our curriculum, please see the curriculum map in Appendix C.**

## PARENTS

HSA understands that the primary role in children's sex education belongs to parents and carers. Evidence shows that most children want to learn about sex from their parents as well as at school. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation so that children receive the very best education around relationships and sex.

We consult with our parents, as part of our school community, when policy, statutory requirements or teaching change. We want parent views, priorities and wishes for their children to be an acknowledged part of how and what we teach in RSHE and PSHCE.

We provide information to parents about our RSHE policy, teaching and good practice through the school website, parent meetings and other sources. We answer parents' questions and take their concerns about their child's education and wellbeing seriously.

We believe that RSHE is of enormous benefit to our children, helping us to ready them for the world beyond Primary School and provide information from more trustworthy sources than they may encounter online or from peers. However, we recognise that some parents may feel concerned and we encourage them to share their concerns with the Headteacher.

The Relationship Education curriculum and Health Education curriculum are statutory and as such there is no right to withdrawal from these lessons. Parents retain the right to excuse their child from non-statutory elements of Sex Education.

Parents are asked to discuss any concerns with the Headteacher before exercising their right to withdraw their child from non-statutory parts of sex education. Parents should contact the school with their initial request. They will then be asked to meet with the Headteacher who will explain which parts of our curriculum are non-statutory and the benefits of safe, responsive RSHE in school as well as possible implications for children of not receiving this teaching. Parents will be reminded that there is no right to withdrawal from relationships or health education. Following this meeting, parents will be asked to put their request in writing.

## **MONITORING AND EVALUATION**

Responsibility for monitoring, evaluating and updating this policy belongs to the Governing Body, Headteacher and PSHCE Lead. In order to ensure the effectiveness and relevance of the programme this policy and the content of the teaching programme will be reviewed in light of:

- Pupil feedback
- Parent feedback
- Staff review and feedback

## **DIFFICULT QUESTIONS**

We recognise that children will have questions about their RSE learning and that some of these might be sensitive. Teachers will endeavour to answer all questions that children ask and provide useful, supportive answers at an appropriate level. However, teachers are not obliged or expected to answer personal questions. Teachers will follow the guidelines in this policy and seek advice where necessary based on the needs and developmental age of the child. Teachers will take appropriate actions to follow up on questions, which may include liaising with parents or other professionals. Teachers will provide opportunities for children to ask questions via a 'worry box' or other way to not identify themselves to their peers.

Children with additional needs or vulnerabilities, including children with experiences of trauma or adverse life experiences, will be supported to ask the questions they need to ask in a way that is appropriate and safe for them.

## **CONFIDENTIALITY**

Teachers must not promise confidentiality and make it clear to pupils that the content of a conversation cannot be kept confidential.

In line with the school's policy for safeguarding children if any member of staff feels that a pupil is at risk of any type of abuse e.g. physical, sexual or emotional then this must be referred to the Designated

Safeguarding Lead, who will take the necessary action. Teachers will share all concerns about a child through discussion with DSLs and via Cpoms and may also refer to the Brook Sexual Behaviours Traffic Light Tool or NSPCC guidelines.

## KEY RESOURCES

- Relationship Health and Sex Education Statutory Guidance (DfE 2025)
- Personal Development, Behaviour and Welfare document (OFSTED 2015).
- Sex and Relationships for the 21<sup>st</sup> Century (PSHE Association 2014)
- PSHE Association Curriculum Builders and lesson planners
- Medway Growing and Changing teaching resources
- Statutory Framework for EYFS (DfE)
- British Red Cross First aid for schools

Further guidance can be found via the DfE website's guidance for schools accessible here:

[https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships\\_education\\_\\_relationships\\_and\\_sex\\_education\\_and\\_health\\_education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education__relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf)

And on the Church of England School's website accessible here:

[https://www.churchofengland.org/sites/default/files/2019-11///rshe-principles-and-charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///rshe-principles-and-charter_0.pdf)

## Appendix A: Primary RSE

***For Relationships Education, the DfE states that by the end of Primary School all children will know:***

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## Relationships education: content to be covered by the end of primary

### **Families and people who care for me**

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. 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.
4. 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.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

## **Respectful, kind relationships**

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. 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.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. 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**

Curriculum content:

1. 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. 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**

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

**Appendix B: Primary Health Education**

***For Health Education, the DfE states that by the end of Primary School all children will know:***

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## Primary health and wellbeing: content to be covered by the end of primary

### General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. Where and how to seek support (including recognising the triggers for seeking support), including 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 (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

## **Wellbeing online**

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss 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.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.



### **Physical health and fitness**

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol, tobacco and vaping**

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

## **Health protection and prevention**

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

## **Personal safety**

Curriculum content:

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

## **Basic first aid**

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

## **Developing bodies**

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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## Appendix C: HSA Curriculum Content

### Curriculum Map

|      | Autumn  |  | Spring                                |   | Summer  |   |
|------|---|--|---------------------------------------|---|---|---|
| EYFS | Good to be me<br>Families and people who care for me      | Mental Wellbeing<br>Keeping me safe                  | First Aid<br>Keeping me healthy       | Me, you and everybody                         | Respectful Relationships  | Growing bodies<br>Preparing for change  |
| Y1   | Good to be me<br>Families and people who care for me      | Mental Wellbeing<br>Keeping me safe online           | First Aid<br>Keeping me healthy       | Forest School – me, you and everybody         | Respectful Relationships  | Growing bodies<br>Keeping me safe<br>Preparing for change   |
| Y2   | Good to be me<br>Families and people who care for me      | Mental Wellbeing                                     | First Aid<br>Keeping me healthy       | Keeping me safe online<br>Financial education | Forest School – me, you and everybody<br>Respectful Relationships | Growing bodies<br>Keeping me safe<br>Preparing for change   |
| Y3   | Forest School – me, you and everybody<br>Mental wellbeing | Good to be me<br>Families and people who care for me | First Aid<br>Keeping me healthy       | Keeping me safe online<br>Financial education | Respectful Relationships<br>Mental wellbeing review               | Growing bodies – puberty<br>Keeping me safe<br>Preparing for change   |
| Y4   | Good to be me<br>Families and people who care for me      | Mental Wellbeing<br>Financial education              | Forest School – me, you and everybody | Keeping me healthy –<br>First Aid             | Keeping me safe online<br>Respectful Relationships                | Growing bodies – puberty<br>Keeping me safe<br>Preparing for change   |
| Y5   | Good to be me<br>Families and people who care for me      | Forest School – me, you and everybody                | First Aid<br>Keeping me healthy       | Keeping me safe online<br>Financial education | Respectful Relationships<br>Mental wellbeing review               | Growing bodies – puberty <b>and sex education</b><br>Keeping me safe<br>Preparing for change                |
| Y6   | Good to be me<br>Families and people who care for me      | Mental Wellbeing                                     | First Aid<br>Keeping me healthy       | Keeping me safe online<br>Financial education | Respectful Relationships<br>Mental wellbeing review               | Growing bodies – puberty <b>and sex education</b><br>Keeping me safe<br>Preparing for change<br>Forest Camp |

#### The programme of study:

Good to be me

Families and people who care for me

Mental Wellbeing

Me, you and everybody (Forest School)

First Aid

Keeping ME Healthy

Respectful Relationships

Growing bodies – including puberty (health education) an sex education

Keeping Me Safe

Preparing for Change

**Good to be me**

| Year group | What do children learn in this unit?   |
|------------|--|
| EYFS       | <p>That they are wonderfully made – just the way they are</p> <p>About what makes them happy</p> <p>What children like and dislike and how everyone is different</p>   |
| Year 1     | <p>What their identity is based on their actions, thoughts and feelings</p> <p>Where they belong</p> <p>About their role in family life and school</p> <p>About their place in a wider community</p> <p>That they are unique and special</p> <p>That they deserve kindness and respect for who they are</p>  |
| Year 2     | <p>To recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p>About being a part of different groups, and the role they play in these groups e.g.class, teams, faith groups</p> <p>About different rights and responsibilities that they have in school and the wider community</p> <p>About how a community can help people from different groups to feel included</p> <p>To recognise that they are all equal, and ways in which they are the same and different to others in their community</p> <p>To make links between how they choose to look and their identity including favourite clothes, hairstyles and colours</p> <p>To identify role models and people to look up to</p> <p>To know what people 'like me' have achieved</p>   |
| Year 3     | <p>That everyone is an individual and has unique and valuable contributions to make</p> <p>To recognise how strengths and interests form part of a person's identity</p> <p>How to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>How to try new things and discover new strengths</p> <p>That knowing what you don't like is helpful too</p> <p>To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>That everybody has struggles – including knowing some stories of successful people who have overcome difficulties</p> <p>That their voice is worth hearing</p>                           |
| Year 4     | <p>To recognise differences between people such as gender, race, faith</p> <p>To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>About the importance of respecting the differences and similarities between people</p> <p>A vocabulary to sensitively discuss difference and include everyone</p> <p>To know that there are some things that they shouldn't be treated unkindly for: their family, race, religion, age, sex, who they love</p> <p>That there are responsibilities in communities to care for vulnerable people and people in need, including pregnant, ill and elderly people</p> <p>That democracy and speaking out is for people like them</p> <p>The value of using their skills and strengths for others</p> <p>That nobody has the same unique skillset and voice as them and their contributions are valuable</p> |
| Year 5     | <p>To recognise differences between people such as gender, race, faith and where these differences have an impact on daily life or not</p> <p>To recognise what they have in common with others and how important this is</p> <p>To further develop a vocabulary to sensitively include everyone</p> <p>The meaning and benefits of living in a community</p> <p>To recognise that they belong to different communities as well as the school community</p> <p>About the different groups that make up and contribute to a community</p>   |

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|        | <p>About the individuals and groups that help the local community, including through volunteering and work</p> <p>How to show compassion towards others in need and the shared responsibilities of caring for them</p> <p>That they have the potential to lead, make a difference or change things for the better</p> <p>How to share ideas for positive change and find others in the community with similar good ideas (recognising that not all online communities are safe)</p> <p>That leadership is service</p>   |
| Year 6 | <p>To recognise that everyone should be treated equally</p> <p>Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>How to listen fairly and skills of disagreeing in discussion</p> <p>How to stand up for what is right and aligns with the values they have learned in school</p> <p>What discrimination means and different types of discrimination e.g. racism, sexism, homophobia, ageism</p> <p>To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</p> <p>The impact of discrimination on individuals, groups and wider society</p> <p>Ways to safely challenge discrimination, including bystander training</p> <p>How to report discrimination online</p> <p>How to become active citizens in their community and to develop the skills of organising for good causes</p> <p>That community organisation and leadership is for people 'like me'</p> |

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### Forest School

Teaches skills of emotional regulation, boundary setting, safe and inclusive friendships and the wellbeing benefits of being outdoors. It covers some of the requirements of general wellbeing learning, health education and:

The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness.

Simple self-care techniques, including the importance of rest, time spent with friends and family as well as hobbies, interests and community participation

The importance of promoting general wellbeing and physical health

### Me, you and everybody – taught in tandem with Forest School

| Year Group | What do children learn in this unit?  |
|------------|---|
| EYFS       | <ul style="list-style-type: none"> <li>How to say please and thank you</li> <li>How to share and take turns</li> <li>How to notice when someone is upset or angry</li> <li>Ways to be kind</li> <li>Ways to co-regulate</li> </ul>  |
| Y1         | <ul style="list-style-type: none"> <li>The conventions of manners</li> <li>What it means to treat others, and be treated, politely</li> <li>What kind and unkind behaviour looks and feels like</li> <li>What behaviours are unhelpful</li> <li>About rules, being polite to others, sharing and taking turns</li> <li>About examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>About different types of play, including balancing indoor, outdoor and screen-based play</li> <li>That we all fall out and some ways to make friends again</li> <li>That violence is never a solution to conflict</li> </ul>  |
| Y2         | <ul style="list-style-type: none"> <li>About what respect means</li> <li>How to be a good friend, e.g. kindness, listening, honesty</li> <li>About different ways that people meet and make friends</li> <li>Strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>About what causes arguments between friends</li> <li>How to positively resolve arguments and conflict between friends</li> <li>How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> <li>How to recognise hurtful behaviour, including online</li> <li>What to do and whom to tell if they see or experience hurtful behaviour,</li> <li>About the things they have in common with their friends, classmates, and other people</li> <li>How friends can have both similarities and differences</li> <li>How to play and work cooperatively in different groups and situations</li> <li>How to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul> |
| Y3         | <ul style="list-style-type: none"> <li>How to make a good friendship</li> <li>What a good friendship brings – support, help, laughter</li> <li>That friendships and good relationships need and create trust and security</li> <li>How to notice other people’s needs and feelings and respond</li> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> <li>Respecting ourselves and others</li> <li>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul>  |

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|    | <p>To recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>How to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>The importance of self-respect and their right to be treated respectfully by others</p> <p>The ways in which people show respect and courtesy in different cultures and in wider society</p>  |  |
| Y4 | <p>About the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>Strategies to build positive friendships</p> <p>That friendships have ups and downs</p> <p>That sometimes we all feel lonely</p> <p>How to seek support with relationships if they feel lonely or excluded</p> <p>That boundaries are important – especially the balance between caring for ourselves and looking after others</p> <p>what to do or whom to tell if they are worried about any contact online</p> <p>How to respond to hurtful behaviour and to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>How to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>To recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>How to manage pressures associated with dares</p> <p>When it is right to keep or break a confidence or share a secret</p> <p>How to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</p> |  |
| Y5 | <p>What makes a healthy friendship and how they make people feel included and strategies to help someone feel included</p> <p>About peer influence and how it can make people feel or behave</p> <p>The impact of the need for peer approval in different situations, including online</p> <p>Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>That it is common for friendships to experience challenges</p> <p>Strategies to positively resolve disputes and reconcile differences in friendships</p> <p>That friendships can change over time and the benefits of having new and different</p> <p>Types of friends</p> <p>How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>When and how to seek support in relation to friendships</p> <p>How to maintain healthy boundaries in a range of relationships</p>   |  |
| Y6 | <p>To compare the features of a healthy and unhealthy friendship – that healthy friendships are welcoming and not exclusive</p> <p>About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>strategies to respond to pressure from friends including online</p> <p>How to assess the risk of different online ‘challenges’ and ‘dares’</p> <p>How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>The difference between assertive and controlling behaviour</p> <p>How to get advice and report concerns about personal safety, including online</p> <p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>About the link between values and behaviour and how to be a positive role model</p>   |  |

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|  | <p>How to discuss issues respectfully</p> <p>How to listen to and respect other points of view</p> <p>How to constructively challenge points of view they disagree with</p> <p>Ways to participate effectively in discussions online and manage conflict or disagreements</p> <p>How to seek help if they are worried about harm, including violence</p> |  |
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**Families and people who care for me**

| Year group | What do children learn in this unit?   |
|------------|--|
| EYFS       | Who is in their family<br>Family names<br>About pets and caring for important others   |
| Year 1     | About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers<br>The role these different people play in children’s lives and how they care for them<br>What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.<br>About the importance of telling someone — and how to tell them — if they are worried about something in their family  |
| Year 2     | How to develop relationships with brothers and sisters – what healthy sibling relationships look like<br>How to be a good friend, e.g. kindness, listening, honesty<br>About different ways that people meet and make friends<br>Strategies for positive play with friends, e.g. joining in, including others, etc.<br>About what causes arguments between friends<br>How to positively resolve arguments between friends and siblings<br>How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else<br>That sometimes families have difficult times and how to talk about it and ask for help<br>That families change  |
| Year 3     | What is appropriate to share with friends, classmates, family and wider social groups including online<br>About what privacy and personal boundaries are, including online<br>Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision<br>That bullying and hurtful behaviour is unacceptable in any situation, including families<br>About the effects and consequences of bullying for the people involved<br>About bullying online, and the similarities and differences to face-to-face bullying<br>What to do and whom to tell if they see or experience bullying or hurtful behaviour<br>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents<br>About the positive aspects of being part of a family, such as spending time together and caring for each other<br>About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty<br>To identify if/when something in a family might make someone upset or worried<br>What to do and whom to tell if family relationships are making them feel unhappy or unsafe |
| Year 4     | About the features of positive healthy friendships such as mutual respect, trust and sharing interests<br>Strategies to build positive friendships<br>How to seek support with relationships if they feel lonely or excluded<br>How to communicate respectfully with friends when using digital devices, including online gaming<br>How knowing someone online differs from knowing someone face to face<br>What to do or whom to tell if they are worried about any contact online<br>That being part of a family provides support, stability and love<br>That families aren’t always happy but should always be safe – and what do if things aren’t ok<br>That relationships outside of immediate family can also provide care and support   |
| Year 5     | What makes a healthy friendship and how they make people feel included<br>Strategies to help someone feel included<br>About peer influence and how it can make people feel or behave<br>The impact of the need for peer approval in different situations, including online   |

|        |   |
|--------|---|
|        | <p>Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>That it is common for friendships to experience challenges</p> <p>Strategies to positively resolve disputes and reconcile differences in friendships</p> <p>That friendships can change over time and the benefits of having new and different types of friends</p> <p>How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>When and how to seek support in relation to friendships</p> <p>That friendships can end, that this can cause big feelings of all kinds and ways to cope with friendship break up</p>  |
| Year 6 | <p>What it means to be attracted to someone and different kinds of loving relationships</p> <p>That people who love each other can be of any gender, ethnicity or faith</p> <p>The difference between gender identity and sexual orientation and everyone's right to be loved</p> <p>That not everyone wants to be in a relationship and how friends can provide support</p> <p>About the qualities of healthy relationships that help individuals flourish</p> <p>Ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</p> <p>That people have the right to choose whom they marry or whether to get married</p> <p>That to force anyone into marriage is illegal</p> <p>How and where to report forced marriage or ask for help if they are worried</p> <p>That they should not be pressured into being in any kind of relationship</p> <p>That it is ok to end a relationship if it is unhealthy or unsafe and that support is available</p> <p>That people in healthy adult relationships don't hurt each other or make each other feel unsafe and how to get support if you're worried about someone in a relationship</p> |

| <b>Keeping me Healthy</b> |  |
|---------------------------|--|
| <b>Year group</b>         | <b>What do children learn in this unit?</b>  |
| EYFS                      | <p>To identify body parts and their use</p> <p>To wash my hands when they are dirty or sticky and before eating</p> <p>To use a tissue</p>   |
| Year 1                    | <p>To recognise differences in body appearance</p> <p>What germs are and why we need to wash</p> <p>What it means to be healthy and why it is important</p> <p>Ways to take care of themselves on a daily basis</p> <p>About basic hygiene routines, e.g. hand washing every time they use the toilet</p> <p>About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p>   |
| Year 2                    | <p>To develop a positive sense of self and accept differences in our bodies</p> <p>How to brush teeth and know why it's important</p> <p>About healthy and unhealthy foods, including sugar intake</p> <p>About physical activity and how it keeps people healthy</p> <p>About different types of play, including balancing indoor, outdoor and screen-based play</p>  |
| Year 3                    | <p>How to get ready for school in the morning – self-presentation</p> <p>The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>That regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>About the choices that people make in daily life that could affect their health</p> |

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|        | <p>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>What can help people to make healthy choices and what might negatively influence them</p> <p>About habits and that sometimes they can be maintained, changed or stopped</p>   |
| Year 4 | <p>To identify self-worth and know how to use their body to achieve health goals</p> <p>To take responsibility for washing face, body, teeth and hair and put on clean clothes</p> <p>The importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug'</p> <p>That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>To identify some of the risks associated with drugs common to everyday life</p> <p>That for some people using drugs can become a habit which is difficult to break</p> <p>How to ask for help or advice</p>   |
| Year 5 | <p>To understand what healthy adult bodies can achieve: dancers, paralympians, pregnancy, healthy aging</p> <p>To know about body odour and how to prevent it</p> <p>How sleep contributes to a healthy lifestyle and healthy sleep strategies and how to maintain them</p> <p>About the benefits of being outdoors and in the sun for physical and mental health</p> <p>How to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p>How medicines can contribute to health and how allergies can be managed</p> <p>That some diseases can be prevented by vaccinations and immunisations and that bacteria and viruses can affect health</p> <p>How they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>To recognise the shared responsibility of keeping a clean environment</p>   |
| Year 6 | <p>How to manage some of their own personal and health needs, including good menstrual health</p> <p>To know that bodies of all shapes and sizes can be healthy bodies</p> <p>To know that not all "health" routines are good for your physical or mental wellbeing (eg overtraining, unevidenced practices)</p> <p>To know some signs that you are not well</p> <p>To recognise worrying signs like weight loss and know how to share worries</p> <p>To understand how to look after a changing body through puberty: beneficial products you can use (eg sunscreen, facial cleansers for spots), products you shouldn't (eg black henna)</p> <p>About the risks and effects of different drugs</p> <p>About the laws relating to drugs common to everyday life and illegal drugs</p> <p>To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>About the organisations where people can get help and support concerning drug use</p> <p>How to ask for help if they have concerns about drug use</p> <p>About mixed messages in the media relating to drug use and how they might influence opinions and decisions</p> |

### First Aid

| Year group | What do children learn in this unit?   |
|------------|--|
| EYFS       | <p>To call the emergency services and know to call 999 in an emergency</p> <p>What to do if bleeding?</p> <p>To speak with an adult if hurt</p>  |
| Year 1     | <p>The emergency services: 999 calls: when to use this number, who will come</p> <p>When to use ice packs and how long for, what to do with a bump</p> <p>Speaking to an adult if I'm hurt</p> |

|        |   |
|--------|---|
| Year 2 | The emergency services: role playing a 999 call<br>What to do with a bump to the head and using plasters and dressings<br>Speaking to an adult if hurt<br>What a defibrillator is and where to find it in school  |
| Year 3 | 999 – who's on the end of the phone?<br>Identifying dangers and understanding hazardous symbols<br>Knowing when to get help from a nearby adult or emergency services<br>Knowing what injuries are severe and need hospital and what are minor and can be treated at home<br>What a defibrillator is and where to find it   |
| Year 4 | Other emergency numbers: 111, 101 – when to use and why.<br>What three words and when to use it<br>Treating nose bleeds and helping our friends<br>When to get help<br>What a defibrillator is and where to find it   |
| Year 5 | Other emergency services: coastguard, mountain rescue, ICE and personal emergency plan<br>About head injuries and what to look out for<br>Assessing for hazards in an emergency<br>How to reassure someone who has had an accident and what questions to ask<br>Introducing recovery position and care for unconscious people<br>Knowing when to get help – and how<br>What a defibrillator is and where to find it |
| Year 6 | Recall and practice of recovery position and emergency first aid<br>Assessing for hazards<br>Rescue breaths<br>DR ABC<br>Knowing what a defibrillator is and where to find it – know about Defibs in the community, find their location, know how to access them, learn About defib maps  |

### Lesson Resources

<https://firstaidchampions.redcross.org.uk/en/primary/safety/calling-999/>

<https://firstaidchampions.redcross.org.uk/en/primary/safety/>

<https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/bleeding/>

<https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/>

<https://firstaidchampions.redcross.org.uk/en/primary/first-aid-skills/>

<https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/unresponsive-and-breathing/> (Y5/6 only)

| <b>Mental Wellbeing</b> |  |
|-------------------------|--|
| <b>Year group</b>       | <b>What do children learn in this unit?</b>  |
| EYFS                    | <p>Recognising happy, sad and angry</p> <p>Knowing things that make them happy, sad or angry</p> <p>Knowing when they are ready to learn</p> <p>How to co-regulate and self-regulate</p>   |
| Year 1                  | <p>To recognise happy, sad, angry, worried, excited, proud, calm, tired</p> <p>To talk about these feelings and what makes them feel them</p> <p>How to manage and whom to tell when finding things difficult, or when things go wrong</p> <p>How they are the same and different to others</p> <p>About different kinds of feelings</p> <p>How to recognise feelings in themselves and others</p> <p>How feelings can affect how people behave</p>  |
| Year 2                  | <p><b>To recognise a range of feelings in addition to Y1 including frightened, frustrated, lonely, disappointed, energetic and relaxed</b></p> <p><b>To identify worries</b></p> <p><b>To know that worry is normal and part of life</b></p> <p>About routines and habits for maintaining good physical and mental health</p> <p>Why sleep and rest are important for growing and keeping healthy</p> <p>That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>How to describe and share a range of feelings</p> <p>Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p>How to manage big feelings including those associated with change, loss and bereavement</p> <p>When and how to ask for help, and how to help others, with their feelings</p> <p>To talk about strategies to manage worries</p> |
| Year 3                  | <p>To recognise and talk about a wide range of feelings, building on previous learning</p> <p>To recognise shifting moods and what might cause mood changes</p> <p>To know what good mental health might look like for me</p> <p>That regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>About the things that affect feelings both positively and negatively</p> <p>Strategies to identify and talk about their feelings</p> <p>About some of the different ways people express feelings e.g. words, actions, body language</p> <p>To recognise how feelings can change overtime and become more or less powerful</p>  |
| Year 4                  | <p>To recognise and talk about a wide range of feelings, building on previous learning</p> <p>To know what good mental health is in selves and others</p> <p>To know ways to improve my mental health</p> <p>That your feelings are real and valid and to recognise worrying signs from people who dismiss your feelings</p> <p>the importance of asking for support from a trusted adult</p> <p>That there are things you can do to feel better mentally, and how to act on them</p> <p>That feelings are not permanent and that if a strategy to feel better doesn't work, there may be another one or a different result on a new day</p> <p>About the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>That it is normal to feel a range of feelings when someone dies or moves away or something changes, and ways to manage grief and loss</p>                                      |
| Year 5                  | <p>To recognise and talk about a wide range of feelings, building on previous learning</p> <p>To know that mental health is linked to physical health and hormonal changes in puberty</p> <p>To know how to use physical activities to support my wellbeing</p> <p>How balancing time online with other activities helps to maintain their health and wellbeing</p> <p>Strategies to manage time spent online and foster positive habits e.g. switching phone off at</p>   |

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|        | <p>night</p> <p>What to do and whom to tell if they are frightened or worried about something they have seen online</p> <p>Positive strategies for managing feelings</p> <p>That feelings are not permanent, no matter how big the feeling and that no passing feeling needs a permanent solution</p> <p>That loneliness affects everyone and some strategies to manage loneliness</p> <p>About the process of grieving and how grief can be expressed</p> <p>That grief can last a long time and affect people in different ways</p>   |
| Year 6 | <p>To recognise and talk about a wide range of feelings, building on previous learning</p> <p>To show self-compassion</p> <p>That mental health is just as important as physical health and that both need looking after</p> <p>To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>How negative experiences such as being bullied or feeling lonely can affect mental wellbeing that there are situations when someone may experience mixed or conflicting feelings</p> <p>How feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>To understand that new things often cause worry and this is normal</p> <p>To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</p> <p>That sometimes your support is not enough and adult or professional help is needed</p> <p>Identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p>That changes can mean people experience feelings of loss or grief</p> <p>About strategies that can help someone cope with the feelings associated with change or loss</p> <p>To identify how to ask for help and support with loss, grief or other aspects of change</p> |

Keeping me safe online

| Year group | What do children learn in this unit?  |
|------------|---|
| EYFS       | Who my safe grown ups are at home and at school and that I can always tell them if I feel uncomfortable about something I have seen   |
| Year 1     | <p>That the internet is a very big place.</p> <p>Not to share my personal information by shouting it in big spaces, including on the internet</p> <p>How and why people use the internet</p> <p>The benefits of using the internet and digital devices</p> <p>How people find things out and communicate safely with others online</p>  |
| Year 2     | <p>That people online might not be who they say they are</p> <p>To only talk with people I know online</p> <p>What to do if someone online asks me to do something I don't like or offers me money or asks for information</p> <p>The ways in which people can access the internet e.g. phones, tablets, computers</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>That information online might not always be true</p> <p>That age restrictions on content like films and games are there to keep them safe</p>  |
| Year 3     | <p>That online information isn't always true, either by mistake or on purpose</p> <p>How the internet can be used positively for leisure, for school and for work</p> <p>To recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>Strategies to recognise whether something they see online is true or accurate</p> <p>To evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>To make safe, reliable choices from search results</p> <p>How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p>How to recognise risks online such as harmful content or contact</p> <p>How people may behave differently online including pretending to be someone they are not</p> <p>About what privacy and personal boundaries are, including online</p> <p>Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p>   |
| Year 4     | <p>That not all content online is true, helpful or kind</p> <p>That people disagree online – it's ok not to agree with something you've seen online</p> <p>That not all influencers say good or safe things and how to share any worries or report bad content to adults in my life</p> <p>That everything shared online has a digital footprint</p> <p>That organisations can use personal information to encourage people to buy things</p> <p>To recognise what online adverts look like</p> <p>To compare content shared for factual purposes and for advertising</p> <p>Why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>That search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p>That there are ways to make 'fake' images that don't show people the truth or change what something looks like, including the use of AI (eg animals behaving unusually or strange weather or landscapes)</p> <p>How to communicate respectfully with friends when using digital devices</p> <p>How knowing someone online differs from knowing someone face to face and that here are risks in communicating with someone they don't know</p> <p>Managing confidentiality; recognising risks online</p> <p>Knowing that sometimes people online are trying to get money from you unfairly or wrongly, and this is called a scam</p> |

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| Year 5 | <p>I know good online manners and how to respect people's boundaries online</p> <p>I know what online bullying is and the harmful consequences</p> <p>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>That some media and online content promote stereotypes</p> <p>How to assess which search results are more reliable than others To recognise unsafe or suspicious content online</p> <p>How devices store and share information</p> <p>That AI pictures are not real and can look very like a real image</p> <p>That some digital tools, including, AI can be used to make unkind or unsafe images (eg people enjoying something harmful, changing people's clothing or appearance)</p> <p>To recognise signs of scams and untrustworthy information</p>  |
| Year 6 | <p>I know how to report issues using site tools</p> <p>I know some of the risks of using social media</p> <p>About the benefits of safe internet use e.g. learning, connecting and communicating</p> <p>How and why images online might be manipulated, altered, or faked</p> <p>How to recognise when images might have been altered – and how challenging this can be</p> <p>That sharing fake or altered images can be harmful and how to share content responsibly</p> <p>To fact check or check for AI before sharing, especially something unkind or upsetting</p> <p>Why people choose to communicate through social media and some of the risks and challenges of doing so</p> <p>That social media sites have age restrictions and regulations for use</p> <p>The reasons why some media and online content is not appropriate for children</p> <p>How online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>About sharing things online, including rules and laws relating to this (eg nude and semi-nude photos)</p> <p>How to recognise what is appropriate to share online</p> <p>How to report inappropriate online content or contact</p> <p>That some material online is illegal, including views shared by some organisations and how to report this (eg anything that is violent especially towards people with protected characteristics)</p> |

## Financial Education

| Year group | What do children learn in this unit?   |
|------------|--|
| EYFS       | <p>What does money buy?<br/>Where can people buy things?</p>   |
| Year 1     | <p>What does money buy: the difference between essentials and luxuries?<br/>What feelings do people have around money?<br/>That taking something without paying money or asking if it's free is wrong<br/>That everyone has different strengths, in and out of school<br/>About how different strengths and interests are needed to do different jobs<br/>About people whose job it is to help us in the community<br/>About different jobs and the work people do</p>   |
| Year 2     | <p>What does it mean to "save"?<br/>A practical demonstration of 'saving' using a class marble jar to save up for rewards<br/>About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments<br/>How money can be kept and looked after<br/>About getting, keeping and spending money<br/>That people are paid money for the job they do<br/>How to recognise the difference between needs and wants<br/>How people make choices about spending money, including thinking about needs and wants<br/>That sometimes things are too expensive</p>  |
| Year 3     | <p>Money: attitudes and emotions vary<br/>That wanting something too expensive is normal and is a feeling that will pass<br/>That things that seem like bargains might not be<br/>About jobs that people may have from different sectors e.g. teachers, business people, charity work<br/>That people can have more than one job at once or over their lifetime<br/>About common misconceptions and gender stereotypes related to work<br/>To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM<br/>About some of the skills needed to do a job, such as teamwork and decision-making<br/>To recognise their interests, skills and achievements and how these might link to future jobs<br/>How to set goals that they would like to achieve this year e.g. learn a new hobby</p> |
| Year 4     | <p>Money: using it for helping others<br/>How people make different spending decisions based on their budget, values and needs<br/>How to keep track of money and why it is important to know how much is being spent<br/>About different ways to pay for things such as cash, cards, e-payment and the reasons for using them<br/>That how people spend money can have positive or negative effects on others e.g. charities, single use plastics<br/>How people who have had money stolen or 'scammed' from them feel<br/>How to buy things to fit a budget<br/>That there are lots of reasons to get a job, and that money is only one motivator<br/>That money doesn't always buy happiness and how to use money to make life more comfortable</p>   |
| Year 5     | <p>Money: Influences and values<br/>To identify jobs that they might like to do in the future<br/>About the role ambition can play in achieving a future career<br/>How or why someone might choose a certain career<br/>About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values<br/>The importance of diversity and inclusion to promote people's career opportunities<br/>About stereotyping in the workplace, its impact and how to challenge it</p>  |

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|        | <p>That there is a variety of routes into work e.g. college, apprenticeships, university, training</p> <p>To question whether something is good value based on needs and wants</p> <p>To know ways to save money on essentials</p> <p>To know that money is not always spent on things you can see eg electricity, phone bills</p>  |
| Year 6 | <p>About the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>About value for money and how to judge if something is value for money</p> <p>How companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>To know that cheap is not the same as good value</p> <p>How having or not having money can impact on a person's emotions, health and wellbeing</p> <p>About common risks associated with money, including debt, fraud and gambling</p> <p>How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>How to get help if they are concerned about gambling or other financial risks</p> |

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| <b>Preparing for change</b> |   |
|-----------------------------|---|
| <b>Year group</b>           | <b>Learning goals and activities</b>  |
| EYFS                        | I can talk about what I learned this year and how I grew  |
| Year 1                      | I can talk about my achievements<br>Thinking about my relationships – what will stay the same and what will change?   |
| Year 2                      | Preparing for moving up to the next class by reviewing learning, achievements and goals<br>How have we changed this year?<br>Who will we be able to talk with next year if we're worried? |
| Year 3                      | Thinking about summer holidays – what will change before we're back at school, what will stay the same<br>Staying safe over the summer – reviewing safety learning                        |
| Year 4                      | Developing reflection skills when reviewing the year<br>Writing goals for next year   |
| Year 5                      | We know when to sort out problems on our own and how to co-operate with people who aren't our friends   |
| Year 6                      | Preparing for secondary school<br>Leaving primary school – celebrating and reflecting   |

| <b>Keeping me safe</b> |   |
|------------------------|---|
| <b>Year group</b>      | <b>Learning goals and activities</b>                                  |
| EYFS                   | Following rules and adult guidance that keeps us safe<br>Road safety  |
| Year 1                 | Sun Safety  |
| Year 2                 | Hazards in the home   |
| Year 3                 | Fire Safety<br>Firework safety  |
| Year 4                 | Road and railway safety<br>Staying safe when travelling independently |
| Year 5                 | Water Safety<br>Food safety   |
| Year 6                 | Safe in relationships<br>Safe with medicines                          |

## Respectful relationships

Guiding principles: this content is potentially sensitive and all children have a right to this learning. There is no parental right to withdrawal. All learning must be age appropriate: do not add extra information or go beyond your class learning goals. Remember to view your teaching through a child's eye lens.

Have a questions box in your class all half term. Review it yourself, and answer children's questions each week. Report any safeguarding concerns to a DSL. Answer questions as completely as the child needs – to prevent oversharing, check in with the child "Does that answer your question?"

| Year group | What do children learn in this unit?  |
|------------|---|
| EYFS       | <p>Listen to Pantosaurus<br/>           Draw your own Pantosaurus<br/>           About sharing our classroom with each other</p>  |
| Year 1     | <p>About the pant zone rule and the swimming costume rule – no-one should touch us in the area covered by swimming costumes. Design your own swimming costumes<br/>           Review Pantosaurus<br/>           The difference between surprises (you keep something to yourself for a while and then tell someone – mother's day cards, birthday presents, having a baby brother or sister, things that feel good when you tell them and exciting while they're hidden) and secrets (things you never tell – that can make us feel bad if we keep them hidden, that worry us and how no-one we don't trust should ask us to keep a secret)<br/>           What kind and unkind behaviour mean in and out school<br/>           How kind and unkind behaviour can make people feel<br/>           About what respect means<br/>           About class rules, being polite to others, sharing and taking turns<br/>           About situations when someone's body or feelings might be hurt and whom to go to for help<br/>           About what it means to keep something private, including parts of the body that are private<br/>           To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)<br/>           How to respond if being touched makes them feel uncomfortable or unsafe<br/>           When it is important to ask for permission to touch others<br/>           How to ask for and give/not give permission</p>   |
| Year 2     | <p>To know the difference between secrets and confidentiality. See Y1. Address confidentiality as something you only tell safe people – like teachers or doctors. Confidential things are not shared with everyone, only people who need to know them.<br/>           To think about when we might want to be touched. Talk about touch from different people: parents, siblings, friends, medical professionals and who should not touch you.<br/>           What types of touch feel nice? Or not nice? Look at personal preferences: who likes to be hugged/tickled/feet rubbed/have their hair brushed? Who doesn't like that type of touch? What types of touch never feel nice?<br/>           That your body belongs to you.<br/>           That no-one has the right to touch your body without your consent.<br/>           To make a "My Body Belongs to Me" poster – children to decide on what the picture should be<br/>           How to play and work cooperatively in different groups and situations<br/>           How to share their ideas and listen to others, take part in discussions, and give reasons for their views<br/>           How to recognise hurtful behaviour, including online<br/>           What to do and whom to tell if they see or experience hurtful behaviour, including online<br/>           About what bullying is and different types of bullying<br/>           How someone may feel if they are being bullied<br/>           How to resist pressure to do something that feels uncomfortable or unsafe<br/>           How to ask for help if they feel unsafe or worried and what vocabulary to use</p> |
| Year 3     | <p>To be confident in personal preferences around touch: do I like to be touched? Where is safe touch?</p>  |

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|        | <p>To draw a RAG rated body to show where touch would be ok, or depends or is never ok. Talk about how not everyone should touch you in the same way. Can children give examples of where safe touch changes depending on the person?</p> <p>To remember that your body belongs to you.</p> <p>To see a link between touch and intimacy: being touched is a sign of closeness and comfort and should never make you feel unsafe and that people who you are not close to are not likely to make you feel safe if they touch you</p> <p>Reinforce that no-one has the right to touch your body without your consent.</p> <p>To recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>How to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>The importance of self-respect and their right to be treated respectfully by others</p> <p>What it means to treat others, and be treated, politely</p> <p>The ways in which people show respect and courtesy in different cultures and in wider society</p> <p>That we are worthy of love and being cherished and ways to show this to others</p> <p>That we will make mistakes in relationships and ways to say and do sorry</p>   |
| Year 4 | <p>Learning to stop unwanted touch</p> <p>To say: Stop it, I don't like it</p> <p>How to tell a safe adult about unwanted or unsafe touch</p> <p>The importance of never keeping unwanted touch a secret, not having secret places to go with anyone who touches you</p> <p>How to ask if something is a secret or a surprise and what to do if the answer makes you uncomfortable</p> <p>Learning about different places where types of touch are ok, including medical care</p> <p>That hugs and kisses are for our closest loved ones</p> <p>That friends need to give consent for you to hug them or play with their hair etc and that even friends don't have the right to touch you if you don't want it</p> <p>Touching your own body, including your private parts or pantzone, is something you do in private, on your own</p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>How to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>How to manage pressures associated with dares</p> <p>When it is right to keep or break a confidence or share a secret</p> <p>How to recognise risks online such as harmful content or contact</p> <p>How people may behave differently online including pretending to be someone they are not</p> <p>How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> <p>That relationships can change, but there are always sources of love and support available and that this can give hope</p> <p>Ways to show acceptance of others in relationships that allow them to grow and flourish</p> |
| Year 5 | <p>To understand how to know if someone wants me to touch them? (They tell you.)</p> <p>To use the cat montage to illustrate behaviours around consent: which cats want to be petted?</p> <p>How do you know? Class discussion</p> <p>To draw their own pictures of an animal or person who doesn't want to be touched.</p> <p>To practice stopping unwanted touch. Reinforce that anyone who asks you to keep touch a secret or asks you to do something you don't like is not a safe person. Who would you tell? How would you tell?</p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>How to ask for, give and not give permission for physical contact</p> <p>How it feels in a person's mind and body when they are uncomfortable</p> <p>That it is never someone's fault if they have experienced unacceptable contact</p> <p>How to respond to unwanted or unacceptable physical contact</p> <p>That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about, including friends or family</p> <p>Whom to tell if they are concerned about unwanted physical contact</p> <p>That relationships are a choice and that we choose our friends and that choosing someone should</p>  |

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|        | <p>make them feel valued and loved</p> <p>To recognise that everyone should be treated equally</p> <p>Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>What discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>How to examine our behaviour when we have done something wrong so we can make changes</p> <p>That forgiveness and reconciliation are important in healthy relationships, and when they may not be safe</p>  |
| Year 6 | <p>That all touch requires the enthusiastic consent of the other person. How do you know it's enthusiastic and wholehearted? Discussion.</p> <p>Reminder of ways out of peer pressure</p> <p>That the 'age of consent' is 16 and younger than that sex is illegal.</p> <p>That sex is illegal under the age of 16, and sharing nudes or semi nudes is illegal under the age of 18 to keep young people safe and to stop them feeling pressure to do things they aren't ready for</p> <p>To understand the ice lolly model of consent.</p> <p>To draw pictures to illustrate people who do or don't want an ice lolly.</p> <p>What consent means in relationships and how to seek and give/not give permission in different situations</p> <p>What prejudice means</p> <p>To differentiate between prejudice and discrimination</p> <p>How to recognise acts of discrimination</p> <p>Strategies to safely respond to and challenge discrimination</p> <p>How to recognise stereotypes in different contexts and the influence they have on</p> <p>Attitudes and understanding of different groups</p> <p>How stereotypes are perpetuated and how to challenge this</p> <p>That all people are valuable and that it should influence how we behave in relationships</p> <p>That people are not commodities or consumers and we should challenge relationships that act on this basis</p> <p>To use recognition of intrinsic worth as a guiding principle in behaviour</p> |

## Growing bodies: Puberty and Sex Education

**Guiding principles: all learning must be age appropriate: do not add extra information or go beyond your class learning goals. Remember to view your teaching through a child's lens. Links between sex education in RSE and statutory content in Science should be made explicit.**

**Have a questions box in your class all half term. Review it yourself, and answer children's questions each week. Report any safeguarding concerns to a DSL. Answer questions as completely as the child needs – to prevent oversharing, check in with the child "Does that answer your question?"**

**Do not feel obliged to share personal information or overshare. Prioritise safety of environment. This may include small group work, same sex groupings, pre-teaching or follow up with parents.**

| Year group | What do children learn in this unit?   |
|------------|--|
| EYFS       | <p>To talk about new things we can do as we get bigger – feeding ourselves, using the toilet, washing our hands</p> <p>That they were once babies and now they are not</p> <p>That children and grown ups are different</p>  |
| Year 1     | <p>To name all the parts of male and female bodies, including proper names for genitals – penis, testicles, vagina, vulva.</p> <p>To know other words for these body parts too, including some slang</p> <p>To know that they are growing and that all parts of their body grow</p> <p>To recognise some signs that they are growing, including losing baby teeth and needing new shoes</p>  |
| Year 2     | <p>To know that their body is growing and getting stronger so they can do more things</p> <p>To know that older bodies can learn new skills, and need to take more care with things</p> <p>To know how they have changed physically from infancy to now.</p> <p>To recognise the strength in my body and am positive about all that their body does for them</p> <p>About the human life cycle and how people grow from young to old</p> <p>How our needs and bodies change as we grow up</p> <p>About change as people grow up, including new opportunities and responsibilities</p>  |
| Year 3     | <p>To know that personal hygiene is important</p> <p>To know that as we approach puberty, it's important to look after our body</p> <p>I know the parts of my body that get smelly or need particular cleaning</p> <p>About ways to stay clean – washing, showering, bathing, brushing teeth and hair, cutting nails, changing clothes</p> <p>To recognise that expectations change as you get older – you behave in different ways and develop new valuable behaviours</p> <p>That there are things it is safe to do at this age (eg riding a bike) and that some things are not safe until you are older (eg driving a car)</p> <p>That behaviour that is ok for an infant is not ok for them as they learn to self-regulate (allowing for SEND)</p> <p>To see change as growing into all the world has to offer them</p>  |
| Year 4     | <p>To know that puberty is the period of change from childhood to adulthood and see it as a positive time</p> <p>To recognise that it's ok to feel sad about leaving behind activities and behaviours as they grow up (eg favourite toys or being picked up and carried)</p> <p>About personal hygiene and children to develop their understanding of self-care to include changing clothes regularly, especially underwear and socks, and using antiperspirant or deodorant to prevent body odour</p> <p>That personal hygiene has an impact on people around you</p> <p>Know the male and female reproductive organs – internal and external.</p> <p>To know that girls and women begin menstruation during puberty, usually from 8 years old.</p> <p>To know about menstrual products and menstruation cycles</p> <p>To know what menstrual blood is and where it comes from</p> <p>To know that there are emotional and physical aspects of the menstrual cycle including cramps, headache and mood swings</p> <p>About the physical and emotional changes during puberty</p> <p>Strategies to manage the changes during puberty including menstruation</p> <p>How to discuss the challenges of puberty with a trusted adult</p> |

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|        | How to get information, help and advice about puberty  |
| Year 5 | <p>To know about male and female bodily changes during puberty – including primary and secondary characteristics and changes,<br/>         To recap understanding of menstruation, looking at physical changes and emotional changes<br/>         To understand puberty as the way bodies get ready to produce children later, if they want, and see that as a positive thing.<br/>         To know that babies are made in all mammals, including humans, when a sperm meets an egg.<br/>         To understand that it is normal to start to be attracted to other people, of either gender and think about what it means to be a boy/girlfriend<br/>         To know that having a wide range of feelings linked to puberty is normal: anger, sadness, tiredness, wanting to be left alone, attraction to others, feeling giggly, embarrassment – and that these feelings come and go and are linked to what their bodies are doing<br/>         To recognise these feelings in others and develop compassion<br/>         That family relationships may feel different as you go through puberty and you may feel irritation, loneliness and want to feel more grown up<br/>         How to talk to family members and get support if family relationships are difficult or unsafe</p>   |
| Year 6 | <p>Know about sexual intercourse and how babies are conceived, grow and are born.<br/>         Know that sexual attraction and arousal are normal, including erections at random times and wet dreams.<br/>         Understand that sex is a choice above the legal age of consent and what that means<br/>         Identify the links between love, committed relationships and conception<br/>         To explore the idea of fidelity in intimate relationships<br/>         Recognise the importance of respect for each other in intimate relationships<br/>         What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults<br/>         How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb<br/>         That adult female bodies can get pregnant safely and give birth safely – when a woman is ready<br/>         That it is ok not to want to have a baby now, and when you are older. Pregnancy is a choice and women have agency over their body.<br/>         That pregnancy can be prevented with contraception<br/>         About the responsibilities of being a parent or carer and how having a baby changes someone's life and the importance of being ready<br/>         Where to get help if you're worried<br/>         That being a parent when you are ready can be a joyful experience and the start of a new family and every baby is wonderfully made.</p> |