



## ST ALBAN'S CE (AIDED) PRIMARY SCHOOL

*"Inspired to make a difference in God's world with excellence and love"*

### **POLICY FOR RELATIONSHIPS AND SEX EDUCATION, AND HEALTH EDUCATION (RSHE)**

| DOCUMENT INFORMATION |                                       |                     |             |
|----------------------|---------------------------------------|---------------------|-------------|
| <b>Reviewed by:</b>  | Standards Committee (ratified by FGB) |                     |             |
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## **Introduction**

The values, mission and vision of St Alban's CE Aided Primary School firmly underpin our approach to the teaching of Relationships, Relationships and Sex Education, and Health Education (RSHE).

### **Our values**

Children are remarkable with the capacity to make a real difference. Our core values of love, hope, thankfulness and compassion are the foundations of our mission.

- **Love:** Putting others first
- **Hope:** Knowing that God can be relied on
- **Compassion:** Concern for others and acting upon it
- **Thankfulness:** Recognition that the things around us are a gift from God

### **Our mission** - 'Inspired to make a difference in God's world with excellence and love'

- equip children with the knowledge, skills and attitudes to achieve excellence in all aspects of their lives and to resiliently tackle challenges they encounter along the way
- inspire children to develop and use their abilities and talents for the benefit of society
- enable children to know they are unconditionally loved by God and valued by the whole community, learning how to love and show compassion to all.

### **Our vision for the future**

To research, innovate and collaborate in order to provide a first class educational experience for every child so that all who come to our school:

- know that they are unique and precious, loved by God
- are skilled, knowledgeable and academically successful with a love of learning and curiosity
- are respectful of all people and God's world, tolerant, accepting and open minded
- are prepared for a rapidly changing modern world, knowing how to keep themselves physically and mentally healthy and safe
- are independent and self-motivated with high aspirations
- are confident and resilient with a strong sense of self worth
- are morally principled, courageous advocates, able to challenge and stand up for what is right and know when to compromise
- develop compassion and the ability to forgive
- develop creativity
- become emotionally intelligent, skilled in teamwork and building relationships
- are able to explore faith and spirituality

As a Church of England Primary School, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education and health education which can be found in Appendix A. This policy was also written in consultation with the Portsmouth and Winchester diocesan RSE guidance document.

We ensure that our approach to RSHE, and the curriculum that we follow, enables us to meet the requirements of the Equalities Act 2010 and to fulfil the requirements of 'Keeping Children Safe in Education' (KCSIE). This policy should be read in conjunction with our Child Protection and Safeguarding policies.

## **Definitions**

Relationships Education, Relationships and Sex Education (RSE) and Health Education are taught as an integral part of the school's PSHE Curriculum (Personal, Social, Health and Economic Curriculum).

### **What is Health Education?**

The content of Health Education is compulsory for schools to teach and is detailed in **Appendix B. Parents are not able to withdraw their child from lessons delivering this compulsory curriculum content.**

Statutory guidance defines the priorities for Health Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2019). These include the following key aspects:

- *The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.*
- *This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.*
- *Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.*
- *Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.*
- *Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.*
- *Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.*
- *A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.*

Health Education includes learning about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes, about menstrual wellbeing including the key facts about the menstrual cycle. This content is taught at our school in Years 5 and Year 6 when this is most relevant to our pupils.

### **What is Relationships Education?**

The content of Relationships Education is compulsory for schools to teach and is detailed in **Appendix C.** Statutory guidance defines the priorities for Relationships Education (Relationships

Education, Relationships and Sex Education (RSE) and Health Education, DfE 2019). These include the following key aspects:

- *The focus in primary school is 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.*
- *This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.*
- *Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.*
- *The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.*
- *Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. 20*
- *Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.*
- *Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.*

### **What is Relationships and Sex Education (RSE)?**

The content set out in the statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2019*, covers everything that primary schools should teach about Relationships and Health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

**Parents are not able to withdraw their child from lessons covering this statutory content.**

The teaching of Sex Education is not compulsory for primary schools. Statutory guidance however recommends that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of their pupils in order to ensure that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

Sex Education at our school is taught alongside Relationships Education (SRE) and is scheduled to be taught to Year 6 pupils during the summer term. It reflects both the values of St Alban's C of E

Primary School and enables both boys and girls to be prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The content of our Sex Education curriculum is detailed in **Appendix D**, and parents of children in Year 6 are given the opportunity to learn more about the specific content and teaching resources that will be used before lessons are delivered.

Teaching and materials used will be appropriate to the age and religious backgrounds of our pupils. Sex Education will always be taught within the Christian context of our school and always taught in the context of loving relationships. In addition it will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Do I have the right to withdraw my child from Relationships and Sex Education (RSE)?**

Parents do have a right to withdraw their children from RSE lessons (taught in the final term of Year 6) but are not able to withdraw their child from any other statutory curriculum content.

We will engage in positive dialogue with parents who may be considering withdrawing their child from the RSE content of our curriculum with a view to illustrating to parents the relevance and importance of such a programme to their child. Parents who still wish to exclude their child from RSE will be asked to notify the Headteacher in writing. Once a child has been withdrawn they cannot take part in the RSE until the request for withdrawal has been removed. Such requests should be made in writing to the Headteacher.

### **Curriculum content, how it will be taught and who is responsible**

The specific content of each aspect of the RSHE curriculum can be found in **Appendices B, C and D**. Parents and pupils should be assured that the personal beliefs and attitudes of the teachers at St Alban's Primary School will not influence the teaching of RSHE. All staff are expected to work within the agreed values framework in this policy.

RSHE is taught as an integral part of the schools Personal, Social, Health and Economic (PSHE) Curriculum. A copy of the PSHE curriculum map can be found in **Appendix E**. This shows how age-appropriate content has been allocated to each year group based on recommendations from the PSHE Association and our knowledge and understanding of the needs of our individual pupils and cohorts. The PSHE Leader and class teachers will ensure that the allocation of content across KS1 and KS2 remains under review, and that changes and adaptations are made, if required, to meet the needs of individual children and classes whose needs may vary.

### **Resources/schemes of work**

Most units of work make use of the PSHE Association lesson plans and resources or those recommended by the PSHE Association. These have been reviewed carefully by the PSHE Leader and Senior Leaders to ensure that content is age-appropriate and in line with our RSHE policy and school values.

Some of our Health Education lessons in Year 5, and all of our Sex and Relationships (SRE) lessons in Year 6 are taught using 'Lovewise' planning and resources: 'Growing up....Growing wise'. This scheme of work is designed to teach children about the nature and purpose of the changes of

puberty, to help them deal with these changes in a practical way and to encourage them to make wise decisions as they develop and mature. The lessons discuss relationships and marriage, and, in Year 6, teach about conception and birth in an age-appropriate way.

### **Inclusion**

The contents of the school's RSHE curriculum will be differentiated to accommodate all levels of ability. All children with special educational needs and disabilities (SEND), and those known to be particularly vulnerable, will have differentiated learning, well-matched to their needs. In some cases it might be appropriate for these children to have some/all of the Sex and Relationships Education content delivered in small groups or individually and this may involve the support of the School Nursing Team or other suitably qualified professional.

### **Dealing with Questions**

Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Therefore, teachers will use their discretion to answer questions that have been raised by the class or individual pupils when these are appropriate to their age/stage of development and within the broader context of the intended curriculum for their class.

Primary-age pupils may sometimes ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out in the curriculum for Relationships Education or Relationships and Sex Education. Teachers know the need to set clear parameters as to what is and is not appropriate in a whole class setting and will adhere to the following guidelines:

- If a question is too personal the pupil should be reminded of the PSHE ground rules for their class. If a pupil needs further support then they should be referred to an appropriate adult;
- If a teacher does not know the answer to a question it is important to acknowledge this and take the opportunity to research it later;
- If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises concerns of child abuse, then the teacher should acknowledge it and promise to attend to it later. To maintain trust and respect the teacher must remember to talk with the pupil later;
- If a teacher is concerned that a pupil is at risk of sexual abuse they should follow the school's Child Protection Policy Procedures immediately.

### **Monitoring and evaluation**

The PSHE Leader will monitor the effectiveness of the school's PSHE (including RSHE) curriculum and will report the outcomes of this monitoring to school leaders and governors. All teachers have clear written guidelines to follow in how to plan, teach and assess PSHE (including RSHE) and the PSHE leader will ensure that all staff are trained and supported to follow these expectations so that provision and practice is consistent across the school.

### **Consultation with parents**

Apart from the consultation process to develop this policy (which will involve the entire parent body), Upper Key Stage 2 parents will be consulted each year at the same time as they are invited to view the materials and resources the school will be using to deliver the SRE aspects of the curriculum in Year 6, and the Health aspects of the curriculum in Year 5 (puberty). The PSHE leader will use this information to inform ongoing developments in practice, curriculum and provision.

**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS  
EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH  
EDUCATION (RSHE)<sup>1</sup>**

We seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

**We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.



## Physical Health and Mental Wellbeing Statutory Curriculum

### By the end of primary school:

#### **Mental wellbeing** - pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom 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)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

#### **Internet safety and harms** - pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

#### **Physical health and fitness** - pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

**Healthy eating** - pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

**Drugs, alcohol and tobacco** -pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

**Health and prevention** -pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

**Basic first aid** - pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

**Changing adolescent body (taught in Year 5 and revisited in Year 6)** -pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

## Relationships Statutory Curriculum

### By the end of primary:

#### **Families and people who care for me** - pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that \*marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

*\*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

#### **Caring friendships** - pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

#### **Respectful relationships** - pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

**Online relationships** - pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

**Being safe** - pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## **Relationships and Sex Education (RSE) Curriculum**

Before Relationships and Sex Education is taught in Year 6, pupils will first revisit related aspects taught in Year 5 as part of the Health and Mental Wellbeing curriculum (statutory content that all pupils must learn).

### **Changing adolescent body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Sex and Relationship lessons in Year 6 then build on this knowledge and understanding with a focus specifically on babies and family life:

### **Pupils will:**

- Consider what makes romantic love special
- Explore qualities that help to make families strong
- Learn how a baby is conceived, develops and is born:
  - Sexual intercourse is explained
  - Pupils are taught how the sperm and egg join to create new life
  - Pupils learn how the baby grows in the womb
  - Birth is explained

# St Alban's CE Aided Primary School PSHE Overview (v07/20)

|        | 1 <sup>st</sup> week back: Classroom community values, rules and expectation (how these related to school and British values). |  |  |  |  |  |
|--------|--|--|--|--|--|--|
| Year 1 | Autumn 1   | Autumn 2   | Spring 1                                 | Spring 2                                     | Summer 1   | Summer 2   |
|        | Who is special to us?  | Who helps to keep us safe?                           | What is the same and different about us? | What helps us stay healthy?                  | What can we do with money?   | How can we look after each other and the world?                          |
| Year 2 | How do we recognise our feelings?  | What makes a good friend?                            | What is bullying?                        | What helps us to stay safe?                  | What helps us grow and stay healthy?                                 | What jobs do people do?  |
| Year 3 | How can we be a good friend?   | What keeps us safe?                                  | What makes a community?                  |  | What strengths, skills and interests do we have?                     | Why should we keep active and sleep well?                                |
| Year 4 | How can we manage our feelings?  | How do we treat each other with respect?             |  |  | How can our choices make a difference to others and the environment? | Why should we eat well and look after our teeth?                         |
| Year 5 | How can friends communicate safely?  | How can drugs common to everyday life affect health? | What makes up our identity?              | How can we help in an accident or emergency? | What jobs would we like?   | How are we going to grow and change? (Puberty)                           |
| Year 6 | How can we keep healthy as we grow?  |  | How can the media influence people?      |  | What will change as we become more independent?                      | How will relationships change as we grow? (Babies and family life - SRE) |

(Green – Health, Blue – Living in the wider world, Light orange – Relationships, Dark orange – Relationships and Sex Education)