Park Hill Primary School

Relationships, Health and Sex Education (RHSE) Policy

Approval Level	Governing Board
Date Reviewed	22.06.26
Approved On	19th October 2026
Category	Statutory
Next Review Date	Advised annually – September 2027
Policy Availability	School Website
Written By	Mr L Booker
Related Document(s)	Glossary of Acronyms (available on school website)

Policy Version Control

Date of Change	Details of Change
08.06.21	Updated following parental consultation to include notifying parents/carers in advance of sensitive topics being taught (page 10). Appendix of useful books and websites also added (page 52).
06.11.22	Updated Chair of Governors' name (page 7).
24.09.23	Updated SENDCo's name (page 7).
04.07.24	Updated RHSE Lead's name (page 7).
12.09.25	Reference to key documentation, following DfE updates (page 7). Updated definitions (page 10). Reference to filtering and monitoring practices (page 50). Included opportunities to teach safeguarding (page 52).
22.06.26	Draft revised for the DfE (2025) statutory RSHE guidance for introduction on 1 September 2026. Primary curriculum content updated; audit actions incorporated; additional sex education clarified; obsolete COVID-19 addendum removed.

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Statement of Intent

At Park Hill Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. We are also required to teach health education, as a state-funded primary school.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

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

Primary schools can determine whether pupils should be taught sex education in addition to what is taught in Science. However, the DfE does recommend that primary schools have a sex education programme in place. Therefore, Park Hill does have a sex education programme, which is tailored to the age and the physical and emotional maturity of the pupils.

We have collaborated with key stakeholders in designing our RHSE curriculum; taking into consideration parents and children's own views to reflect into the content of the RSHE curriculum. We have also liaised with other primary schools in Wednesbury and Sandwell Local Authority, as well as looking into the RHSE curriculum in our local high schools: our own RHSE curriculum therefore reflects local needs and prepares children for the next stage in their education.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Legal Framework

Legislation and Statutory Guidance

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science Programmes of Study: Key Stages 1 and 2'
- DfE (2020) 'Teaching about Relationships, Sex and Health'

- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2026) 'Keeping children safe in education 2026'

School Policies

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Equality Information and Objectives Policy
- Online Safety Policy
- Social Media Policy
- Anti-bullying Policy
- Data Protection Policy
- Visitor Policy

Key Personnel in Relation to this Policy

Name	Role(s)
Mrs L. Lohan	Chair of Governors
Mrs C. Logan	Head Teacher Designated Safeguarding Lead (DSL)
Mrs A. Boardman	Deputy Head Teacher Deputy Designated Safeguarding Lead (DDSL)
Miss L. Milman	RHSE Subject Leader
Mrs C. Watson	Special Educational Needs and Disabilities Coordinator (SENDCo)
Mrs N. Glover	Parent Liaison Deputy Designated Safeguarding Lead (DDSL)

Roles and Responsibilities

Governing Board: the Governing Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn from identified additional sex education.

- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

Head Teacher: The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from identified additional sex education.
- Discussing and recording requests for withdrawal from identified additional sex education with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

Relationships, Sex and Health Education Subject Leaders: the RHSE subject leaders are responsible for:

- The long-term planning of the subject.
- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring that learning is progressive, taking children's prior learning into account.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Monitoring and evaluating the effectiveness of the subject and providing reports to the Head Teacher.

Teachers: teachers are responsible for:

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

SENCO: the SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of support staff in order to meet pupils' individual needs.

Suitably Trained Staff

All teachers are suitably trained to deliver relationships and health education.

When delivering sex education, they will liaise with the following staff to plan suitable lessons. If necessary, the following teachers will deliver sex education:

Name	Job Title
Mrs C. Logan	Head Teacher
Mrs A. Boardman	Deputy Head Teacher
Mr L Booker	Personal Development Lead
Mrs N. Glover	Deputy Designated Safeguarding Lead and Learning Mentor

Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education (RHE). We understand that we have the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

At Park Hill Primary School, we organise the teaching of RSHE as part of the PSHE curriculum. This curriculum is reinforced through Science, Computing, PE, assemblies, safeguarding education and responsive teaching. In EYFS, the foundations of RSHE are taught through the EYFS Personal, Social and Emotional Development curriculum, including feelings, friendships, kindness, turn-taking, boundaries in play, trusted adults, body privacy and personal safety.

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful and kind relationships, focusing on family and friendships in all contexts, including online. Establishing healthy boundaries and how to seek help.
- "**Health education**" teaches pupils about general wellbeing, online wellbeing, physical health and fitness, healthy eating, harmful substances including vaping, health protection and prevention, first aid, personal safety and developing bodies.

- "**Sex education**" will cover issues slightly beyond those covered in the science and health curricula, which will be determined in response to the needs of the relevant cohort but generally include the teaching of who can have a sexual relationship and the laws around sex.

This policy and curriculum have been revised in line with the DfE (2025) statutory guidance for introduction on 1 September 2026. The revised primary content is embedded in the statutory overview and year-group sequence below.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community: the developmental stage of children and religious backgrounds of all pupils are considered so that the topics that are covered are taught appropriately.

The curriculum is informed by issues in the school and wider community so that it remains relevant and preventative. For example, teaching may be strengthened in response to local or school needs relating to online safety, bullying, emotional wellbeing, peer pressure, harmful online content, vaping or personal safety. Parents will be informed in advance where responsive teaching represents a material change from the published curriculum.

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We consult with parents, pupils, governors and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Head Teacher or Deputy Head Teacher.
- Emailing office@parkhillprimary.co.uk.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

Consultation with Parents and Carers

The school understands the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents'/carers' views are in shaping the curriculum.

The school works closely with parents and carers by establishing open communication – all parents are consulted in the development and delivery of the curriculum.

Parents and carers are provided with the following information:

- The content of the relationships, sex and health curriculum.
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group.
- The right to request withdrawal from identified additional sex education and the distinction between this and statutory Science, Relationships Education and Health Education.
- The resources that will be used to support the curriculum.

So that parents/carers can support their children with their learning at home, teachers will ensure that notification is given in advance of sensitive topics being taught (via in-app message, text message, letter or email).

The school aims to build positive relationships with parents and carers by inviting them to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents and carers may view the RHSE policy, curriculum overview and non-confidential teaching resources on the school website. Sample or sensitive resources may be viewed by appointment or requested through the school office. The school will provide advance notice of sensitive content and will explain which content is statutory and which is additional sex education.

Parents and carers are consulted in the review of the curriculum and this policy and are encouraged to provide their views. Parents may not veto statutory content, but their views will be considered through consultation.

Relationships Education Overview

The statutory overview below reflects the DfE (2025) Relationship and Sex Education (RSE) and Health Education' guidance for primary schools which explains what children will know by the end of primary school.

Families and the people who care for me
By the end of primary school, pupils will know: o That families are important for them growing up safe and happy because they can give love, security and stability. o 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. o 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 recognised by love and care. o 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. o That marriage and civil partnerships represent formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to recognise when a friendship makes them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- How to pay attention to the needs and preferences of others, including in families and friendships, and how to balance different people's needs and wishes.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- The difference between being assertive and being controlling, and between being kind to other people and neglecting their own needs.
- • That they can expect to be treated with respect by others, and the importance of respecting people who are different or make different choices or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness, self-esteem and a strong sense of identity developed through skills and interests.

- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- How to seek help when needed, including when concerned about violence or harm, or when unsure who to trust

Online Safety and Awareness

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That people should be respectful in online interactions and that the same principles apply online as face-to-face, including where people are anonymous; the importance of not pressuring others to share information or images and strategies for resisting peer pressure.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online including how material may be circulated and may be impossible to delete everywhere with the person sharing may lose control where it ends up.
- The importance of exercising caution when sharing information online and how to protect personal information.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including online.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Relationships Education by Year Group

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

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Detailed information about our Relationships Education units is on the following pages.

Year 1 – Autumn 2
Relationships: Be Yourself

Learning Objective	Key Questions	Activities
L.O. I know what makes me special.	• What makes you special? • Why is it important to be kind to yourself? • How did it feel to hear what someone thinks is special about you?	Whole-class – three columns. I am… I am good at… I like… Children write / draw on post-its and place in columns.
L.O. I can name different feelings I have.	• What are our different feelings called? • How can we describe them? • How do you think these children are feeling? Why? • What happens to our faces and bodies when we have different feelings? • How can you get help with unpleasant feelings?	Match the feeling – draw lines to match pictures with scenarios.
L.O. I can identify what makes me happy.	• When do you feel happy? • What other good feelings do you have? • How can being happy feel different?	Hold up happy / sad faces in response to pictures on the slides.
L.O. I can talk about uncomfortable feelings, including loneliness	• What can make you unhappy or cross, worried or lonely? • What can you do when you feel uncomfortable? • Why might everyone feel lonely sometimes? • How can you help someone who feels unhappy or cross?	Use age-appropriate scenarios to identify uncomfortable feelings and create a “helping hand” of trusted adults and supportive actions.
L.O. I know about change and loss and bereavement can cause different feelings.	• What is loss or bereavement? What is grief? Why might people feel and behave differently after a loss? How can we support ourselves and others?	Read an age-appropriate story about loss. Match feelings and helpful responses, emphasising that grief is natural and everyone grieves differently. *Read Dogger by Shirley Hughes.*
L.O. I can share what I think and feel.	• Why are our feelings and thoughts important? • What would happen if we felt like we couldn’t say what we were thinking or feeling? • What could you do in situations where you think differently or people don’t listen?	Discussion cards – in groups, respond to the prompts respectfully.

Key Vocabulary		
individual feelings important / special special	loved proud relaxed / calm confidence	unhappy cross change loss

Year 1 – Summer 1

Relationships: TEAM

Learning Objective	Key Questions	Activities
L.O. I can discuss teams I belong to.	• What does it mean / how does it feel to be part of a team? • What makes a team special? • Which teams do you belong to?	Design a badge for your team e.g. Team Park Hill, Team Rainbows, Team [Football Club or Team [Surname]
L.O. I know how to be a good listener.	• Why is it important to listen to other people? • How can we be good listeners? • Why do… want you to listen?	Play Traffic Lights / Beans / Simon Says. Draw paired pictures, listening carefully to a partner's description to be able to match their image.
L.O. I know why kindness is important.	• How can we show kindness to others? • Why is it important to be kind? • How does kindness make other people feel?	Tell a partner something kind, using one of the sentence starters. Write a way to be kind on coloured paper strips and make a "chain of kindness."
L.O. I can identify unkind behaviour.	• What kinds of unkind behaviour are there? • What consequences might unkindness have? • How could we behave differently?	Display three signs around classroom (Friendly Joking, Teasing or Bullying). Listen to scenarios and move to the sign.
L.O. I know how to be a positive learner.	• What can we do if we find something difficult? • What feelings show on our faces and bodies when we are being positive / negative?	Helpful or unhelpful thoughts – sort "Train Your Brain" cards into columns.
L.O. I make respectful choices and recognize boundaries in play.	• What is a boundary? How do we ask before taking or using something? What should we do if someone says "stop" or "no"? How can we balance different people's needs?	Sort and role-play playtime scenarios involving space, toys, books and resources. Practise asking, listening, sharing and stopping.

Key Vocabulary		
team	unkind	mindset
belong	teasing	positive / negative
listen	bullying	helpful / unhelpful
kind	positive	consqeuence

Year 2 – Autumn 2
Relationships: VIPs

Learning Objective	Key Questions	Activities
L.O. I can identify people who are special to me.	• Who is special to you? • What characteristics make them special to you? • How can you show them that you care about them?	Complete a VIP crown – name special person and write the characteristics that make them special.
L.O. I know why families are important and that families can look different.	• Who cares for you? What makes a family safe and happy? How can families be different? What do marriage and civil partnership mean in simple terms?	Create an inclusive family portrait or care map. Discuss that families may look different, including families with same-sex parents, and are characterised by love and care.
L.O. I can name the qualities of a good friend.	• What makes someone a good friend? • How can you be a good friend? • How can you help others be a good friend?	Make a friendship flower – use felt tips to label the petals with qualities of a good friend e.g. honest, calm, listens etc.
L.O. I can discuss ways of resolving problems.	• When might we disagree or argue with someone else? • How does it make you feel when you fall out with someone? • Why is it important to treat people fairly, even when we are cross with them?	Round robin: groups to be timed at each table, with a Falling Out scenario card on sugar paper. Bubble map ideas for resolving the problem.
L.O. I can co-operate with others.	• What does co-operate mean? • Why is it useful to co-operate with others? • When might it be difficult to co-operate with others?	Group work: complete tangram challenges, using shapes to make pictures. Ensure that everyone has a role.
L.O. I can show others that I care while respecting their boundaries	• How can we show care? Why should we ask before hugging or touching someone? What can we do if a person does not want physical contact?	Role-play showing someone special that you care e.g. giving them a hug, helping them up if they fall, asking to telephone them if you haven't seen them for a while, playing a simple game together etc.

Key Vocabulary		
important / special	problem / disagreement	role
family	resolve	listen
friendship	solution	care
qualities	co-operate	fair

Year 3 – Autumn 2
Relationships: Be Yourself

Learning Objective	Key Questions	Activities
L.O. I can identify things that I am proud of.	• What does it mean to have pride in ourselves? • Why should we be proud of our achievements? • How do your achievements help someone else? • How can we celebrate with others when they feel proud?	Group work – sort Pride Scenario Cards (proud or showing off?) Draw / write what children are proud of inside trophy outline and share with a partner – congratulate one another on their achievements.
L.O. I know how different emotions make people feel.	• What are our main feelings and emotions called? • What do they feel like? • When might they happen? • Which of them make you feel comfortable / uncomfortable?	Emotions art work – inside segments of a circle, creatively represent an emotion (using colour and / or shape). Then label it.
L.O. I can explain how to cope with uncomfortable emotions.	• Why is it important to tell people how you feel? • What can we do when we feel uncomfortable?	Story map one of the uncomfortable scenarios from the ppt – show the child using a coping strategy, then dealing with the uncomfortable feeling.
L.O. I know how to be assertive without being controlling	• What is assertive, passive, aggressive or controlling behaviour • How can we express our needs and boundaries kindly? • How can we be kind without neglecting our own needs?	Role-play with a partner using Being Assertive scenario cards: *Say what has happened* *Say how you feel* *Say how you would have liked things to have been different* Compare assertive and controlling responses.
L.O. I can challenge stereotypes and harmful media messages.	• What is the media? *Include social media in discussions.* • Do we get facts, opinions or both from the media? • What is a stereotype? How can stereotypes be unfair or lead to bullying? Are media messages always realistic? How can we challenge them respectfully?	Sort examples into facts, opinions and stereotypes. Create a media-wise poster that challenges a stereotype and promotes self-respect.
L.O. I know what to do if I make a mistake.	• What can we do if something is wrong or we make a mistake? • Even if things don't go back to the way they were, how can these strategies improve things? • How can this help you in the future?	Round-robin: limited time at tables with What Happens Next scenario cards on. Post-it suggestions for improving things.

Key Vocabulary		
pride	express	media
achievement	coping	realistic
emotion	assertive	mistake
uncomfortable / comfortable	passive / aggressive	apologise

Year 3 – Summer 1
Relationships: TEAM

Learning Objective	Key Questions	Activities
L.O. I can identify ways of coping with change.	• How do changes make you feel? • Do these feelings last forever? • What are you looking forward to? • What will you miss?	Create a Talking Circle – write the names of people you are very close to in the centre and who you could talk to about uncomfortable feelings.
L.O. I can explain how to work as a team.	• How did we work as a team? • What are the features of a good team? • How does everyone benefit from a good team? • What behaviours are helpful / unhelpful?	Whole class – play Order the Numbers without speaking to anyone. Group role-play – helpful / unhelpful behaviours in situations on cards.
L.O. I know how my actions and behaviour affects a team.	• How is the team affected by your actions? • How are you affected by the team's actions? • What is the impact of your behaviour?	Pair Stand Up – work together to stand up in a pair. Clues Activity – work in teams of 5 to solve the mystery, following instructions on the cards.
L.O. I can pay attention to and balance the needs and preferences of others.	• How can we recognise what someone else needs or prefers? Why can different needs be difficult to balance? How can we compromise without ignoring our own needs?	Use team scenarios to identify each person's needs and agree a fair, respectful compromise. Discuss why it is important to understand these feelings.
L.O. I can manage disputes with kindness and respect.	• How can we communicate during conflict? How can we manage disappointment and frustration? Why is violence never an acceptable solution?	Practise stop, breathe, listen, explain, agree and seek help through dispute role-play.
L.O. I know about my responsibilities in a team.	• Why is it important that everyone in a team fulfil their responsibilities? • What are your responsibilities towards our team?	Write a short repetitive poem, entitled "The Ripple Effect" e.g. *If I smile at you, pass that smile on.* *If Im kind to you, pass that kindness on.*

Key Vocabulary		
change	team	dispute
attitude	attention	patience
mindset	considerate	adapt
actions / behaviour	emotion	responsibilities

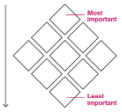
Year 4 – Autumn 2
Relationships: VIPs

Learning Objective	Key Questions	Activities
L.O. I can identify ways of making friendships.	• Why is it a good idea to make new friends? • How can we make new friends? • Do you think we always need to be open to new friendships, or might we not need new friends one day? Why? • What might you need from different friends, at different times?	Read the Friendship Scenario cards and glue one in the centre. In pairs, bubble map in different colours: *-What is the child's common interest with the people there?* *-What could the child say to the other children there?* *-How could the child show a positive attitude to their new friends?* Use the Friendship Ideas sheet to help.
L.O. I know how positive actions can help me maintain friendships.	• How should we treat our friends? • What sort of behaviours / attitudes will help you remain friends with others? • Why is it good to have old friends, as well as new friends? • How can we behave when our friend is going through a difficult time?	Reduce and print the Staying Friends scenario cards for each child. Sort into columns on a table: *-Behaviour that maintains a friendship* *-Behaviour that could end a friendship* Highlight the action that evidences the type of behaviour and explain how it could make the other person feel. Then develop ongoing activity for the week – Anonymous Friend.
L.O. I know how to respond to unhealthy behaviour from friends.	• What makes a good friend? • What can we do if someone is not being a good friend? • How can we ensure that we are good friends to others and that they are good friends to us?	Listen to the Dares story and draw two storymaps, each depicting: *-What each child did* *-How each child felt* *-The consequence for each child* Underneath, write a short paragraph giving advice to Pete – focus on how he could use his support network and his self-respect / confidence.
L.O. I can demonstrate positive resolutions.	• How and why do people fall out with their friends? • What can we do if we fall out with others? • When would you need support from others to resolve the falling out?	In groups, decide on which Positive Resolution Technique to use in a role-play. Choose a Falling Out scenario card and use one of the techniques to role-play the conflict, then resolving the conflict.

L.O. I can identify bullying, including online bullying and challenge stereotypes.	• How is bullying different from a one-off disagreement? • How can bullying happen online? • What is the impact on others? • How can stereotypes lead to bullying?	*Classify scenarios, identify the repeated behaviour and power imbalance, and write a respectful challenge to the behaviour or stereotype.*
L.O. I know what to do if someone is being bullied or I am unsure who to trust.	• What are the responsibilities of bystanders? • How and where can we report bullying? • What should we do if we are worried about harm or unsure who to trust?	Create an anti-bullying and help-seeking guide including trusted adults, reporting routes and the importance of continuing to seek help until heard.
Key Vocabulary		
common interests friendship maintaining positive actions / attitude	support network self-respect conflict positive resolution	bullying victim bully power

Year 5 – Autumn 2

Relationships: Be Yourself

Learning Objective	Key Questions	Activities
L.O. I can identify what makes a healthy friendship.	• What is a healthy friendship? • What qualities do you think a good friend needs? • What qualities are most important to you? Why? • When might a friendship be unhealthy or unsafe?	Create a Diamond Nine of what makes a good friend, using pages 1-2 of https://www.childnet.com/ufiles/Worksheets2.pdf. Arrange with most important at the top and least important at the bottom.  Invite children to discuss what they rated as most / least important and why. Ask children to consider whether these principles apply online too e.g. via Whatsapp.
L.O. I understand how peer influence can affect people's behaviour.	• What does "being an individual" mean? • Why is this a good thing? • When might it be difficult to be yourself? • How can you respond to peer influence? • How can you speak assertively, yet not rudely?	Model responding to a "Being Unique" scenario card assertively, without being rude. Ask children to choose a "Being Unique" scenario card and glue at the top of a table. Discuss and, in three columns, record: - How this might make the child feel and why it might be uncomfortable - What the child would do if they were influenced by their peers. - What the child should do, to avoid peer pressure and be themselves.
L.O. I know that peer influence can happen online, including pressure to share information or images.	• How might someone pressure another person online? • Why is it important not to share private information or images?	Explain that pressuring someone makes them feel uncomfortable and / or stressed, whereas encouraging them tends to be for a positive outcome. Ask children to work in pairs to read What Would You Do? scenarios to one another:

	• How can we resist, block, report and seek help?	https://www.childnet.com/ufiles/Worksheets2.pdf. Keep track of one another's scores and identify ways that you can improve your online friendships.
L.O. I can communicate needs and boundaries respectfully.	• Why is communication important? • How can we express a boundary clearly? • What is the difference between assertive and controlling communication?	Use "Five Ways to be Assertive" - https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/being-assertive/. Choose a "Communicating" scenario card and discuss how you would respond with a partner.
L.O. I can make a safe choice that is different from others and use an exit strategy.	• When might an exit strategy be useful? • How can we resist pressure without being rude? • Who can help if pressure continues?	Explain what an exit strategy is (removing yourself from the situation) and discuss why it can be useful (gives you space to think about how to respond). Role play – in groups, choose a Tricky Situation scenario card and act out how you could use an exit strategy and communicate assertively to make a different choice.
L.O. I know that friendships change and that feeling lonely sometimes is normal.	• How can friendships change over time? • Why might people feel lonely? • Why is there no shame in talking about loneliness? • How can we seek support?	Use https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/friendships/ to research and bubble map "top tips for friendships" e.g. - Try not to judge someone before getting to know them. - It's natural for some friends to drift apart. - If you're being bullied, try talking to your friends when you're alone with them.
Key Vocabulary		
healthy friendships peer pressure influence behaviour	assertive communcation confidence exit strategy	trusted adult make amends resolution changing friendships

Year 5 – Summer 1
Relationships: TEAM

Learning Objective	Key Questions	Activities
L.O. I can identify who influences me.	• What is influence? • What do you care deeply about? • Who or what might have influenced your choices?	https://plprimarystars.com/resources/values#m-resource-472-link Watch Developing Values film and discuss what / who influences people. Create "Zone of Relevance" (circles of influence) with has the most influence in the centre a lot of influence in the middle some influence in the outer ring.
L.O. I understand how my opinions can turn into values.	• What do you think is totally acceptable behaviour? • What do you believe is totally unacceptable behaviour?	https://plprimarystars.com/resources/values#m-resource-472-link Paired work: Main Activity 2 – Where Do I Stand? Children to sort dilemmas into totally acceptable / totally unacceptable.

		Discuss how children's opinions of what is acceptable form their values e.g. honesty.
L.O. I know how to deal with different opinions.	• How can we make our views heard, without falling out with others? • How can we respond respectfully to other people's feelings and opinions? • What is the difference between being respectful with your opinion and being honest?	Scenario cards – choose and form response to the scenario. How would you…? Share your scenario and your response with the rest of your group.
L.O. I understand what makes an effective team.	• What makes a good team? • Why are collaboration, compromise and negotiation useful qualities? • What other qualities make an effective team? How?	https://plprimarystars.com/resources/teamwork Watch film – Team Building and Inspiring Others. Give children statements from Main activity: what makes a good team? In books, children identify which of the aspects of teamwork have been shown (encouragement, listening, fairness, collaboration, inclusion, compromise, positivity, resilience and negotiation).
L.O. I understand how important communication is within a team.	• What kinds of skills are you demonstrating? • What helps you work better as a team? • How is each person contributing to the task? • How can you encourage one another to solve the problem?	https://plprimarystars.com/resources/teamwork Main Activity 3: Learning into Action. Show children the Win Win poster (stop □ think □ listen □ agree) and explain that they are going to need to use these strategies when working on a team building exercise. Show children their task (make a football goal out of newspaper). In groups, ask them to complete the challenge in silence. Stop shortly afterwards and discuss how it could be made easier – if we could communicate. Repeat the challenge, allowing team members to communicate with one another.
L.O. I know how to show care for others.	• How can we be sensitive to the needs of others in our team? • How can we make other people feel valued? • Why do we also need to make sure we care for ourselves?	Read scenarios on slide 13. Discuss what action could be taken to care for the child in the scenario. Create "Care Cards" to keep in an envelope. Draw images to illustrate the strategy for caring.
Key Vocabulary		
influence opinions values effective teamwork	collaboration negotiation compromise encouragement	listening fairness inclusion resilience

Year 6 – Autumn 2
Relationships: VIPs

Learning Objective	Key Questions	Activities
L.O. I understand the importance of respect in relationships.	• Who are the important people in your lives? • Why are they important? • How does it feel when we are treated with respect? • What are the consequences of not showing our family and friends respect?	Group work – round robin. Place a Respect scenario card in the centre of sugar paper. Time children as they move from table to table, bubble mapping the consequences of being disrespectful.
L.O. I understand that there are consequences for behaving irresponsibly.	• What is irresponsible behaviour? • What are the consequences of irresponsible behaviour? • What helps us behave responsibly? • Why are there rules for us to follow?	https://plprimarystars.com/resources/do-the-right-thing Watch film (behaviour). Discuss how Farrah's rules were there to keep her safe. Children answer the following questions in books: - What rule do you think Farrah had broken? - Why is that an important rule? - What impact did her behaviour have on herself and her parents? - Do you feel her consequence was fair?
L.O. I can suggest ways of disagreeing respectfully.	• Do people who care about one another always have to agree? • How can we resolve disagreements without falling out? • How can you share your opinion without being disrespectful? • What could you do if someone disagrees with you in a disrespectful manner?	Role-play – choose an Opinions scenario card and act out an alternative way of disagreeing, that is less likely to offend others.
L.O. I can share ways of resisting negative influences including harmful online influence.	• How can friends, advertising, games, social media or influencers affect choices? • How can we critically evaluate a message? • How can we respond and seek help?	Analyse age-appropriate influence scenarios and create an assertive response, exit strategy and reporting route
L.O. I know when a secret should be shared to keep someone safe.	• What is the difference between privacy, a surprise and an unsafe secret? • When must we tell a trusted adult? • How do we keep trying until we are heard?	Sort healthy and unhealthy behaviours, then write a safety and support plan for an age-appropriate scenario.
L.O. I can recognise a harmful or dangerous	• What are the signs of a harmful or controlling relationship?	Watch https://www.bbc.co.uk/teach/class-clips-

relationship and seek support.	• How do we know who to trust? • How can a friendship or relationship be ended safely and kindly? • Where can we get help?	video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7rj6 Group work – sort examples from Risky Relationships activity sheet into columns on sugar paper. For unhealthy relationships, invite children to use the signs on slides 10-12 to explain why the relationship is showing signs of being unhealthy.
Key Vocabulary		
consideration respect disrespect disagreement	negative influence secret gossip trusted adult	false friends relationship healthy unhealthy

Health Education Overview

Health education is compulsory for all state-funded primary schools.

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

General Wellbeing

By the end of primary school, pupils will know:

- The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness, and simple self-care including rest, time with friends and family, hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions they may experience in different situations, and that worrying and feeling down are normal, affect everyone at different times and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying, including cyberbullying, can have a negative and lasting impact on mental wellbeing, and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response and that everyone grieves differently.
- Where and how to seek support, including triggers for seeking support and who in school to speak to about their own or another person's wellbeing or ability to control emotions, including issues arising online.
- That it is common to experience mental health problems and that early support can help.

Wellbeing Online

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and how to consider its positive and negative aspects.
- How online relationships can complement meaningful in-person relationships, but may also be in tension with them, and why online relationships are unlikely to be a substitute for high-quality in-person relationships.
- About the benefits of rationing time spent online. The risks of excessive device use and the impact of positive and negative content on mental and physical wellbeing.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some apps, computer games, online gaming and gambling sites are age-restricted.
- The risks relating to online gaming, video-game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to online content and make responsible decisions about what is appropriate for them.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including tooth decay and unhealthy weight gain.
- The impact of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

By the end of primary school, pupils will know:

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

Health protection and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and the amount recommended for their age, practical steps such as not using screens in the bedroom, and the impact of poor sleep on weight, mood and learning.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

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

Personal Safety
By the end of primary school, pupils will know: • Hazards, including fire risks, that may cause harm, injury or risk, and ways to reduce those risks. • How to recognise risk and keep safe around roads, railways including level crossings, and water, including the Water Safety Code.

Developing bodies
By the end of primary school, pupils will know: •Growth and other ways the body can change and develop, particularly during adolescence, including the human life cycle and puberty as a stage in this process. • The correct names of body parts, including penis, vulva, vagina, testicles, scrotum and nipples; that these parts are private; and skills to understand and express boundaries around them. • The facts about the menstrual cycle, including physical and emotional changes. As periods can start at eight, this topic is taught before pupils are likely to begin menstruation so they know what to expect and can avoid distress.

Health Education by Year Group

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

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Detailed information about our Health Education units is on the following pages.

Year 1 – Autumn 1

Health and Wellbeing: Aiming High

Learning Objective	Key Questions	Activities
L.O. I can identify my good qualities.	• What do these qualities mean? • Why are they good ones? • Which "star qualities" do you have? • Which qualities would you like to develop?	Draw own qualities inside stars to create a larger class star shape.
L.O. I know what a positive attitude is.	• What does it mean to be positive? • How can a positive learning attitude help us? • What do you enjoy learning most? • How did/do you feel before/after the task? • What positive thing might you say to someone before they do the task?	Multilink cube cards – work in groups to make the models shown.
L.O. I know about different jobs.	• What kind of jobs do people do? • What are you interested in? • What are you good at? • What would you like to do when you grow up?	Guessing game – what's the job? Draw a picture of yourself doing the job you want to have. Watch a *What's my Job?* film: https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39
L.O. I know what makes people good at their jobs.	• Are these jobs for men, women or both? Why? • How will you sort the jobs? • What makes someone good at their job?	Label pictures of people doing jobs with the qualities and skills they need. Emphasise that jobs are not gender-specific. *Read Dogs Don't Do Ballet! by Anna Kemp.*
L.O. I can discuss different goals.	• What would you like to achieve in the future? • What is important to you? Which is the most important? • How are your goals different to other people's? Why might that be?	In pairs, put goal prompts into order of importance. Emphasise that people have different goals for their futures – that's okay!
L.O. I can identify changes to my routine.	• How might this year be different to Reception? • What are you looking forward to about the rest of your time in Year 1? • What advice could you give someone who is worried about the changes?	Spinner – what is different this year? What is the same? Create whole-class list of same/different aspects of life in Year 1.

Key Vocabulary	
quality / skill positive attitude gender achieve	goals dreams future change routine

Year 1 – Spring 2

Health and Wellbeing: It's My Body

Learning Objective	Key Questions	Activities
L.O. I know I can choose what happens to my body.	• Who does your body belong to? • What can you do if someone does something you don't like? • What kind of situations are more serious? • Who can you ask for help?	Draw / label something that bothers you. Then sort as a whole-class (little problem, tricky problem or serious problem). Photograph.
L.O. I know why exercise and sleep are important.	• What does exercise do to our bodies? • How does sleep help us? • What changes do you want to make?	Two minute dance – timed exercises. What happens to your body? Sleeping lions – when you're tapped on the shoulder, find someone else to tap and give them a "top tip" for sleeping. Photograph.
L.O. I can make healthy choices about food and drink.	• Why is it important to eat well? • What is a healthy diet?	Guessing game – describe a fruit or vegetable. Sort the snacks – healthy or unhealthy.
L.O. I know how to keep my body clean.	• How can we keep ourselves clean? • What are germs and how can they be bad for us?	Sing Washing Hands song. On an outline of a person, colour-code and draw circles on areas of the body that need to be washed more than once a day, once a day and once a week.
L.O. I know what is safe to eat or drink.	• What is dangerous to eat or drink? • How can it harm us?	Kitchen colouring – colour safe things to eat in green and dangerous in red. *DECCA KS1 assembly*
L.O. I know I can make choices.	• What choices can you make to be healthier, happier and safer? • How can choices be different? • How can we make better choices? • What consequences might our choices have?	Vote A, B, C or D – what will you do? Hot, cold or cool reactions – choose a card and role play different choices for reactions.

Key Vocabulary		
body	healthy	safe
uncomfortable	diet	dangerous
exercise	clean	choice
sleep	germs	consequence

Year 2 – Autumn 1

Health and Wellbeing: Think Positive

Learning Objective	Key Questions	Activities
L.O. I can identify positive thoughts.	• What is the difference between positive and negative thinking? • How can positive thinking help us? • How might things change if we think positively?	Listen to Jude's story and write down "positive thoughts" to counteract the negative ones on clouds.
L.O. I can discuss the impact of my decisions.	• What choices do we have about the things we say or do? • How can the choices we make affect the way we feel? • How can we deal with choices we can't change?	Move to the Left / Move to the Right choices game. Paired work: sort choices statements (positive impact / negative impact).
L.O. I know how resilience can help me achieve.	• What can we do if we find something challenging? • What are helpful and unhelpful thoughts? • Which activities do you need to persevere with?	Round-robin: limited time at activity stations (tongue twisters, tangrams and bean bag challenges etc.) Be resilient – which one did you find most challenging? Take that one home to persevere with.
L.O. I know a way of coping with emotions.	• What are some unpleasant feelings? • What makes you feel angry, unhappy or worried etc.? • What can we do if this happens? • How can we let our emotions out without hurting others or getting into trouble?	Whole-class: make an emotions tool kit. Choose a type of tool for each emotion and write an idea for coping with it. Glue it onto a whole-class toolbox.
L.O. I can name things I am thankful for.	• What are you thankful for? • How can we be thankful for them? • How does being thankful make you feel?	Thankful for the Memories: discuss how when things end (e.g. we stop a game) we can feel upset. Draw and label a lovely memory on a thank you postcard.
L.O. I can focus on what is happening now.	• What is mindfulness? • How can being mindful help you with unpleasant feelings? • What can you do to be mindful? • Do you prefer quiet and still activities or activities where you "do something"?	Listen to relaxing music to complete a mindful activity e.g. threading beads, drawing, colouring or completing a jigsaw.
Key Vocabulary		
positive / negative thinking choice decision impact	challenge resilience persevere unpleasant	coping grateful focus mindful

Year 2 – Spring 2

Health and Wellbeing: Safety First

Learning Objective	Key Questions	Activities
L.O. I can recognise hazards and suggest ways to reduce risk, including fire risk.	• What is a hazard? How can we spot fire risks? What can we do to reduce risk? When should we get an adult?	Complete a hazard hunt using age-appropriate home and school scenes. Create a simple fire-safety rule card
L.O. I know how to stay safe at home and what to do in a fire emergency.	• Which household items can be dangerous? What should we do if a smoke alarm sounds? Why must we never hide or go back inside?	Sort safe and unsafe choices and practise a simple “get out, stay out, call 999” sequence
L.O. I know how to stay safe near roads, railways and water.	• How do we cross roads safely? • Why are railway lines and level crossings dangerous? • What is the Water Safety Code? • Who can help?	Create three safety posters or rotate through road, rail and water scenarios using stop, look, listen, stay together and call for help.
L.O. I can use the internet safely and recognise that it has positive and negative aspects.	• What is useful and enjoyable online? • What might be upsetting or unsafe? • Why are games and apps age-restricted? • How do we tell a trusted adult?	Sort online activities and content into helpful, needs care and tell an adult. Practise closing a screen and reporting.
L.O. I know my body belongs to me and can name private body parts correctly.	• Which body parts are private? • What are the correct names for them? • What should we do if contact feels wrong or unsafe? • Who can we tell?	Good / bad secrets sort on slide. NSPCC PANTS rule Decorate outlines of pants and write the rule.
L.O. I know who to go to if I need help.	• Which people keep us safe? • How can we help the people who keep us safe?	Paired work: Play Who Am I? game with pictures of people who help us.

Key Vocabulary		
safe	hazard	touch
unsafe	Internet	good / bad secret
danger	online	underwear / pants
rules	trusted	private

Year 2 – Summer 1
Health and Wellbeing: Growing Up

Learning Objective	Key Questions	Activities
L.O. I can use the correct names for body parts, including private body parts.	• What are the correct names penis, vulva, vagina, testicles, scrotum and nipples? • Why are these body parts private? • Why does using correct vocabulary help us stay safe?	Label an age-appropriate body diagram using correct scientific vocabulary and identify trusted adults.
L.O. I understand body ownership, privacy and personal boundaries.	• Who does your body belong to? • How can we express a boundary? • What is appropriate or inappropriate contact? • What should we do if we feel unsafe?	Practise saying “no”, moving away and telling a trusted adult through non-personal scenarios.
L.O. I know that stereotypes are not always true.	• What is a stereotype? • Can we tell what someone will like, depending on whether they are a boy or a girl?	Play “Find Someone Who” and discuss the similarities between boys and girls (their circumstances and interests).
L.O. I know how I have changed since I was a baby.	• How have we changed since we were babies? • What can we do now that we couldn’t last year? • How do our needs change as we get older? • What is more important / less important to you now than when you were a baby?	Bring baby photos in and match the children to their baby photos. Draw and label skills, interests and needs in columns – then and now.
L.O. I can describe how I will change as I get older.	• What will you be able to do next year that you can’t do now? • How will you change as you get older? • What differences do you notice between children and adults?	Diamond nine activity – arrange statements in a diamond with most important at the top and least important at the bottom.
L.O. I can describe how change makes others feel.	• What are some changes that can happen in people’s lives? • How might these changes make them feel?	Round-robin activity: read children’s stories at tables e.g. “Goodbye Tedy” and bubble map emotions. Use emotions word map. Time, then move onto next story.

Key Vocabulary		
male	testicles	stereotype
female	vulva	responsibility
genitals	vagina	change
penis	consent	grow

Year 3 – Autumn 1
Health and Wellbeing: Aiming High

Learning Objective	Key Questions	Activities
L.O. I know how my attitudes help me achieve.	• What have you achieved and what are you proud of? • How did you behaviour and attitude help you achieve? • What do you notice about others with the same achievement?	Look at Achievements photo pack. What skills did these people need to achieve? What attitudes? Bubble map own achievements. From the achievements, map attitudes in a different colour.
L.O. I can suggest actions to achieve my goals.	• What would you like to achieve in Year 3? • What actions will help you achieve them? • How will they help you?	Use Achievements discussion cards. Group work - write short diary entry, imagining what it would feel like after you've achieved your goal.
L.O. I know how a positive attitude will help me learn.	• What behaviours can help us learn new things? • What can we do when we find our learning challenging?	Allocate "experts" to a group to tell others how to create a "chatterbox." Sort learning statements into those that helped you complete the chatterbox challenge and those that did not – positive and negative.
L.O. I can identify the attributes needed for different jobs.	• What kinds of jobs do people do? • What attributes would you need to do that job? • Which skills or attributes are needed in many jobs? Why do you think this is?	Job cards: read and play stand up / sit down when a skill is read. Emphasise how many jobs require the same skills. Use list of skills and job cards to write a short advert for a chosen job.
L.O. I know that gender does not limit job roles.	• Can we be anything we want to be when we grow up? • Does gender limit jobs we can do? • What attributes does someone need to do this job? • How have we seen that gender does not limit our job roles?	Quick draw: draw a nurse and a soldier without looking at anyone else's. What are stereotypes about nurses and soldiers? True or false quiz with statements relating to jobs on ppt.
L.O. I can suggest ways of overcoming obstacles.	• What attributes or skills do you need to do your dream job? • What obstacles might someone face? • How can they overcome these?	Stand up when the skill I say is needed for your dream job. Discussion: pick an obstacle card in pairs and suggest what someone might need to believe or develop in order to succeed.

Key Vocabulary		
achievement	success	obstacle
attitude	motivate	overcome
self-control	attributes	succeed

actions	gender	positive mindset

Year 3 – Spring 2
Health and Wellbeing: It's My Body

Learning Objective	Key Questions	Activities
L.O. I know I can choose what happens to my body.	• Who does your body belong to? • Does it belong to anyone else? • What do you get to decide? • What situations are trickier to deal with? • How do people's ideas of comfortable touch differ?	Colour-code body map to indicate where you feel comfortable being touched: *Green – areas you are happy for anyone to touch* *Orange – areas that only those closest to you can touch e.g. best friends or family* *Red – areas that are private and only for you to touch* Discuss how people have different ideas of what is acceptable e.g. some people don't mind being hugged, whereas others do. As a class, discuss whether situations are little, tricky or big deals.
L.O. I know how to keep my body healthy.	• What does your body need to be healthy? • If you eat junk food regularly, what are the effects on your body? • What can you do to become healthier? • How does exercise affect our bodies and minds?	Play Splat with healthy / non-healthy items and discuss advertisements – how we ought not to believe everything that is advertised. Cut and stick healthy / damaging items (for head, heart and muscles).
L.O. I know why sufficient sleep is important and how to improve my sleep.	• How much sleep is recommended for children our age? • How can screens in the bedroom affect sleep? • How does poor sleep affect mood, health and learning?	Create a healthy bedtime routine including a consistent time, calming activity and no screens in the bedroom.
L.O. I know how hygiene, handwashing and dental care protect health.	• How do germs spread? • When should we wash our hands? • Why should we brush twice daily with fluoride toothpaste and clean between teeth?	Sequence effective handwashing and design a daily oral-health routine with regular dental check-ups.
L.O. I know how to be safe around drugs.	• What are drugs? • How can they be harmful? • How can they be helpful? • How can you be safe around drugs?	Role-play – Emergency Situation cards. Find someone who can help (trusted adult) and tell them what is wrong. If someone's life is in danger, call 999.
L.O. I know how to choose healthy habits.	• What is a habit?	Bubble map – write goal in the middle and map healthy habits

	• How can your habits affect what happens to you? • What choices do you have? • How can you make better, healthier choices? • Which habits do you need to achieve your goal?	in green. Then add any unhelpful habits that you have in red e.g. staying up late.
L.O. I understand that menstruation is a normal part of growing up and know where to get help.	• What is a period? • Why can periods begin from around age eight? • What physical and emotional changes may happen? • What products and trusted adults can help?	Teach all pupils an age-appropriate introduction to the menstrual cycle, practical period management and respectful support. Questions are handled sensitively.
Key Vocabulary		
comfortable private healthy exercise	hygiene disease drugs medicine	emergency harmful / helpful danger habit

Year 4 – Autumn 1

Health and Wellbeing: Think Positive

Learning Objective	Key Questions	Activities
L.O. I know how a positive attitude can influence me.	• What is a happy mind? • How can we trigger our brains to release "feel-good" chemicals? • How do these activities help our mental health? • What improves your mental health?	Write list poem, with every line beginning: *Happiness is…*
L.O. I know that thoughts can affect my emotions.	• What are helpful and unhelpful thoughts? • How do they affect the way we feel? • What emotion might this thought lead to? • How can we manage unhelpful thoughts?	Select age-appropriate situations from https://media.samaritans.org/documents/Handout_-_Situation_cardspositive_thinking.pdf Glue in centre of page and bubble map unhelpful thoughts and the emotions they lead to in one colour. Then add helpful thoughts and the emotions they lead to in another. Role-play "talking back" to unhelpful thoughts.
L.O. I can identify strategies for coping with change.	• What different types of changes might we experience? • Which are big / small / sudden / prepared / common / uncommon? • How does it feel when big changes happen in our lives? • Which changes cause comfortable emotions?	Create a storyboard for one of the Stories of Change, ensuring that children identify how the child in the situation dealt with the change.

	• Which changes cause uncomfortable emotions? • How can we manage and cope with these feelings? • Which types of change would friends / being prepared / writing about / keeping busy / talking help with?	
L.O. I can use mindfulness techniques.	• What is mindfulness? • How can being mindful help us? • Why is it important to focus our brains on one thing sometimes?	Mindfulness bell – focus on just the chime of the bell. Complete mindfulness activities from Reflections by Rosemary Rivett (book).
L.O. I can identify strategies for coping with uncomfortable emotions.	• How do uncomfortable feelings affect our behaviour? • When might we feel anger / anxiety / grief? • How does our body react to these emotions? • What can we do to manage these emotions?	Role-play: choose Feelings Scenario Cards and role-play how you could use some of the strategies to manage the feeling e.g. *Brother scribbles over picture take a deep breath tell him I'm upset give him a new piece of paper.*
L.O. I can discuss my attitude to learning.	• What is a positive attitude to learning? • In what different ways do we learn? • What strategies can we use when we find something challenging? • Which learning strategies do you use well? • Which do you need to work on?	What kind of learner am I? Use prompts on What Makes a Good Learner sheet and record in a "zone of relevance": *- One statement I need to work on the most in the centre (red)* *- Some statements I need to work on in the middle ring (orange)* *- Some statements I am good at in the outer ring (green)*

Key Vocabulary		
mental health	anger	strategy
emotions	anxiety / anxious	chemicals
relax	grief	challenging
mindful	jealousy	mistake

Year 4 – Spring 2
Health and Wellbeing: Safety First

Learning Objective	Key Questions	Activities
L.O. I can suggest ways of acting responsibly.	• As we grow older, how do we become more independent? • What new responsibilities do we have as we get older?	Group work: in a table with scenarios from Act Responsibly scenario cards written in one column, record what the child(ren) should do – the responsible action.

	• What might the consequence be of an irresponsible choice?	
L.O. I can identify risks, hazards and ways to reduce harm.	• What is the difference between risk and danger? How can fire, roads, railways and water create hazards? How can we reduce risk and seek help?	Use a risk matrix to assess situations and select proportionate safety actions.
L.O. I can suggest ways of coping when pressured.	• How do we know if we are being pressured to do something risky or dangerous? • What can we do if we are being pressured?	Storyboard a similar story to Eleiyah's, choosing a different pressure and showing their character responding bravely.
L.O. I know how to be safe on or near roads.	• What are the dangers of using roads? • How can we use roads safely?	Five minute challenge – use as many words on the slide as possible to write a statement about road safety. Repeat for another five minutes – how many more words could you use? Record in books, then play Odd One Out.
L.O. I know how dangerous substances can affect the human body.	• What are drugs, cigarettes and alcohol? • Why are they dangerous? • How do they affect the body?	Group work: sort Helpful or Harmful cards and discuss how even medicines are harmful if taken incorrectly. Share responses with another group, discussing how some may have identified them differently e.g. fizzy drinks.
L.O. I understand the risks of sharing information online and how privacy and location settings help.	• What personal information should remain private? • How can location settings reveal information? • What happens when information or an image is forwarded? • How can we report concerns?	Watch Lucy's video (Lucy and the Boy): https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching Create a cartoon strip showing what Lucy should have done, using the tagline "Report… but don't delete, reply or meet." Discuss how not deleting anything can help trusted adults, including the police, help you if necessary.
L.O. I know how smoking, vaping, alcohol, medicines and illegal drugs can affect the body.	• What are legal and illegal harmful substances? What are the risks of smoking and vaping? How should medicines be used	Sort substances and scenarios, identify health risks and practise responding to pressure.
L.O. I can recognise online scams, fraud and financial risks in games	• What are in-game purchases and monetisation?	Identify warning signs in fictional game and message scenarios, then practise stop, check with an adult, block and report.

	• How might a scam create urgency or promise a reward? • Why are gambling sites age-restricted? • How can gaming become difficult to control?	
Key Vocabulary		
responsibilities irresponsible risk hazard	danger responsible / trusted adult pressure road safety	dangerous substances online information report screen time

Year 4 – Summer 1
Health and Wellbeing: Growing Up

Parents and carers can withdraw children from lessons shaded in orange.
Any lesson from which parental withdrawal may be requested will be labelled in words as 'Additional non-statutory sex education – parental withdrawal may be requested'

Learning Objective	Key Questions	Activities
L.O. I can use correct names for body parts and understand privacy and boundaries	• What are the correct scientific names for private body parts? • Why are they private? • How can we express and respect boundaries?	Revisit correct vocabulary using accurate diagrams and body-safety scenarios. This is statutory and is not subject to withdrawal.
L.O. I know how boys' bodies will change.	• What changes happen to boys' bodies as they grow up? • Why do these changes happen?	Zig zag book. Stick pictures of boy teenager adult male drawings. Note key words on each to show the changes.
L.O. I know how girls' bodies will change, including the menstrual cycle.	• What happens during the menstrual cycle? • What physical and emotional changes can occur? • How can periods be managed safely and confidently? • How can everyone show respect?	Zig zag book. Stick pictures of girl teenager adult drawings. Note key words on each to show the changes.
L.O. I can describe the feelings people have as they grow up.	• How do feelings change as we grow up? • What is a crush and how does it feel? • Why do feelings change? • How can we manage or cope with these emotions?	Annotate inside an outline of a rollercoaster to show changing emotions. Around the rollecoaster outline, suggest ways of coping with the emotions.

L.O. I understand that safe and happy families can look different.	• What makes a family safe and happy? • How can families be different, including families with same-sex parents? • What are marriage and civil partnership?	Design a poster to show that there can be many different types of families but they all have one thing in common – love. Read A Tale of Two Daddies and a Tale of Two Mummies by Vanita Oelschlager.
L.O. I understand fertilization, pregnancy and birth. Additional non-statutory sex education – parental withdrawal may be requested	• What are the differences between male and female bodies? • What does reproduction mean? • What are the male and female parts of the body for?	True or false quiz. In pairs, choose a true or false card when statements are read. Sexual intercourse is not described in this Year 4 lesson.
Key Vocabulary		
reproduction uterus ovaries penis	testicles sperm egg embryo / foetus	puberty periods / menstruation uterus / womb pregnant

Year 5 – Autumn 1

Health and Wellbeing: Aiming High

Learning Objective	Key Questions	Activities
L.O. I understand reasons that influence people's decisions about jobs.	• What job would you like to do in the future? • What reasons can you think of for people choosing their jobs or careers? • How important is pay to you? Why might this change? • What strengths and qualities do people need to do that job? • What values do you have?	Provide a table with average UK salaries for a variety of jobs (some ideas on https://www.cosmopolitan.com/uk/worklife/careers/a33179/average-job-salaries-uk/ but try to add some where personal values are important e.g. environmental work). Ask children to select one that interests them, write it in the centre with the average salary and bubble map reasons why someone might do that job, focusing on the following e.g. architect: - Pay: they might want to earn a lot of money for their home and holidays. - Working conditions (alone or with others, safety, stress, benefits etc.): they might enjoy working alone and for themselves, rather than for someone else's company. - Personal interests: they might be interested in historical buildings and designs. - Strengths and qualities: they are probably good at maths, design and working within tight deadlines. They are

		also likely to be creative and a good listener, so they can design what other people ask for. - Family: they might have a family to support so they need a well-paid job. - Values e.g. they might value helping others achieve their dreams. Discuss how people might take jobs depending on their circumstances e.g. being a waiter whilst studying or starting as an IT technician before having enough experience to become a director.
L.O. I understand how ambition contributes to success.	• What ambitions do you have? • How do successful learners overcome challenges? • How do positive learning strategies help us? • Which barriers can we control? • Which barriers are out of our control? • What motivates you?	Who Said That? activity – discuss the ambitions of the influential people who said each quote (e.g. https://www.thehenryford.org/explore/stories-of-innovation/visionaries/henry-ford/ – Henry Ford – improving people's lives through transport and working for himself etc. and whether it influences you positively. Create a motivational quote postcard to inspire yourself to achieve your ambitions.
L.O. I can identify ways of seizing opportunities.	• What kind of opportunities are available to you as you grow up? • How can you make the most of these opportunities? • What opportunities do you have right now? • What learning / skills / places / job opportunities do you think you will have? • Why should we try to seize opportunities as they arise?	Choose an Opportunities scenario card and write a short letter of advice to the child, giving reasons for them to take the opportunity.
L.O. I can discuss equal gender opportunities.	• Can some jobs only be done by certain kinds of people? • Are some jobs for men and others for women? • How do the statistics make you feel? • How could stereotypes have played a part?	Reduce and trim both Gender Rebel cards: https://equaliteach.co.uk/wp-content/uploads/GENDER-REBEL-CARDS.pdf. Ask the children to bubble map who the cards might be describing in one colour. Reveal that Card 1 describes David Attenborough and Card 2 describes Amna Al Haddad (video of weightlifter - https://www.youtube.com/watch?v=SWqrDHOwDXo&feature=youtu.be) . Ask children to then bubble map

		the stereotypes these people may have faced in a different colour. Underneath, write a statement to explain what we can do to challenge gender stereotypes.
L.O. I can identify skills needed for innovation and enterprise.	• What skills might be needed in the world of work? • What is enterprise and why is it important? • What is innovation and why is it important? • What makes a team work together effectively? • Do you think any of these skills are more or less important than others? Why?	Which Skill? sorting cards (pages 3 and 4) – give each a copy to each child. Underneath each scenario, ask children to write (not glue) which of the seven core skills it represents as a subheading. Then, underneath, ask children to write how this skill is something employers will look for. Explain customer, budget, advertising and profit to the children.
L.O. I know that there are a variety of routes into work.	• How do people get jobs? • What do they need to be able to do that job? • What qualifications do you need to do a particular job?	Explain that there are a variety of routes into work e.g. high school, college/sixth form, apprenticeships, university and training on the job. Draw flow maps to explain what GCSEs, A levels, Level 2 and Level 3 qualifications and degrees are, where people can achieve each one and what they need before they can earn it. Write a selection of jobs (based upon children's interests) on sugar paper and carry out a round robin: children spend a limited amount of time at each table and use https://nationalcareers.service.gov.uk/explore-careers to find out how people get into that job, bubble mapping where and what they need e.g. vet – university – veterinary degree. Then move to the next table and repeat for a different job. Discuss how different jobs have varying routes – some need degrees at university, whilst others do not etc.
Key Vocabulary		
skill attribute learning style barrier / obstacle	motivation ambition success equal opportunities	gender stereotypes employer / employee qualifications / skills budget / profit

Year 5 – Spring 2
Health and Wellbeing: It's My Body

Learning Objective	Key Questions	Activities
L.O. I know that I have control over what happens to my body.	• Why is looking after our bodies so important? • Who is not being treated with respect? • Why does he/she not feel safe? • What can be done to protect the person who is being harmed? • What rights does the person have? • Who could help the person who is being harmed?	Discuss scenarios on ppt. Group work – provide the following questions on the board and give groups a different copy of the children's scenarios (Ruby, Deana, Bayo, Sibra, India and Soam): - Who is not being treated with respect? - Why does he/she not feel safe? - What can be done to protect the person who is being harmed? - What rights does the person have? - Who could help the person who is being harmed? Children to read scenarios and record answers. Invite children to feedback their scenario to other groups.
L.O. I understand why sufficient sleep is important and how to protect my sleep.	• How much sleep is recommended for our age? • How can screens, notifications and routines affect sleep? • How does poor sleep affect mood, weight and learning?	Audit a fictional sleep routine and create a practical improvement plan, including keeping screens out of the bedroom.
L.O. L.O. I understand how to care for my changing body, including menstrual wellbeing	• What physical and emotional changes occur during puberty? • How can personal hygiene and period products help? • When and where should someone seek support?	Play "Healthy Habits Bingo" – read the scenarios on slides 24-25. If children have the solution on their bingo board, they cross it off.
L.O. I understand what a positive body image is.	• What messages about our bodies do we get from the media? • How can these images influence the way we think, what we feel or how we behave? • Do these images represent everyone in society? • Who decides what a "perfect body" is? • What matters when we think about our bodies?	Group work – choose a photo from the "Body Images" and post-it answers to the following questions: - Do these pictures represent everyday people? Why? - How might these images put pressure on people to look or behave a certain way? - How might the image have been altered to make the person look more "perfect"?
L.O. I can challenge stereotypes about sex and show respect for individual differences.	• How can stereotypes limit people's interests, behaviour or future choices? • What is the difference between a fact and a contested opinion? • How can we disagree respectfully?	KS2 workshop on gender - https://www.pshe-association.org.uk/metro-charity.

		Watch Youtube video (BBC girls' toys vs boys' toys experiment) and discuss how gender stereotypes affect the way others are treated. Explain the following terms: - Identity - Expression - Biological sex - Attraction Give children a "genderbread" person and ask them to label the terms with a short definition. Emphasise that a person's biological sex is not necessarily how they see themselves – not their identity.
L.O. I understand that mental health is as important as physical health and that early support can help.	• Why are worry and feeling down normal at times? • When might someone need additional help? • Why should normal feelings not automatically be labelled as a mental health condition?	KS1-2 resources – Yr5-6 – Lesson 1 – pages 3-4 (https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans) Create Venn diagram of activities for health – physical, mental or both? Then invite children to highlight and colour-code those we should do: - Everyday - Sometimes - If there is a problem - Rarely or not at all Ppt. available to match the lesson: https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint
Key Vocabulary		
autonomy consent wanted / unwanted contact sleep deprivation	puberty personal hygiene gender identity biological sex	sexuality mental health physical health wellbeing

Year 6 – Autumn 1

Health and Wellbeing: Think Positive

Learning Objective	Key Questions	Activities
L.O. I understand the link between thoughts, feelings and behaviour.	• How do thoughts, feelings and behaviour influence one another? • What impact might a negative thought have on someone's emotions and behaviour? • Will anyone else be affected by the behaviour?	Paired work – use cognitive triangle scenario cards. Choose a scenario and record a negative thought, feeling and behaviour around a triangle. Repeat and complete for a positive thought, feeling and behaviour.
L.O. I can discuss a range of emotions, including worry and feeling down.	• How can the same emotion vary in strength? • Why are worry and feeling down normal at times? • How can we judge whether feelings and behaviour are proportionate? • When should we seek support?	Reiterate that mental health is linked to and just as important as physical health. Group work – glue the emotional scale in the centre of flipchart paper. Children choose emotions scenario cards, glue them around and draw lines to label where they fit on the emotional scale.
L.O. I know what it means to make an informed choice.	• What sorts of decisions do we have to make in life? • How can making decisions after considering the consequences improve our mental health?	Use "Difficult Decisions" on slide 12. Children choose one and write it as the problem on a decision making tree. List possible consequences and choices for the problem. At the top of the tree, list the decision the child should make.
L.O. I can use mindfulness techniques.	• What is mindfulness? • How do we encourage positive thoughts and feelings? • How can we be mindful in our every day lives? • How might mindfulness improve our wellbeing?	Carry out Mindful Listening Meditation (use script). Paired work – choose Being Present Challenge card and discuss when the technique might work for you. Also discuss circumstances when the technique would be most / least appropriate to use.
L.O. I can identify ways of improving general wellbeing.	• How do physical activity, time outdoors, rest, hobbies, helping others and community participation support wellbeing? • How can we build these into routines?	https://players.brightcove.net/4934638104001/SJlzlxhi_default/index.html?videoId=6126189411001 Watch video and use Social Media ppt to discuss positive online and offline actions (https://campaignresources.phe.gov.uk/schools/resources/social-media-year6-lesson-plan-pack). Ask children to write a daily action plan for a child who has just been given a new phone for their birthday. For each day they should

		list an action (in two columns – online and offline ideas).
L.O. I can explore ways of managing grief.	• Why might someone grieve? • What thoughts might someone have when they are grieving? • What feelings might they experience?	Discuss how feelings of grief and loss can happen for a number of reasons (illness, death, parents separating etc) and thoughts / feelings people might have surrounding death. http://www.childhoodbereavementnetwork.org.uk/media/103287/grief-support-for-self.pdf Independent activity – give children appropriate statements from the above support sheet and ask them to create a diamond nine (one that children would find most useful at the top).
Key Vocabulary		
avoidance cognitive mental health emotional scale	decision informed choice self-care grief	loss struggling coping support network

Year 6 – Spring 2
Health and Wellbeing: Online Safety

Learning Objective	Key Questions	Activities
L.O. I understand my rights and responsibilities around personal data, privacy and consent online.	• What counts as personal data? • What does consent mean when sharing information? • How do privacy and location settings help? • How can we withdraw consent or report misuse?	Password security check https://howsecureismypassword.net/ - invite children to suggest passwords and discuss how to make a password stronger. https://www.twinkl.co.uk/resource/pshe-and-citizenship-y6-safety-first-lesson-5-keep-it-safe-lesson-pack-t2-lf-606 - Is It Okay? quiz. Children to show ticks or crosses on mini-whiteboards. Role-play: choose a Being Responsible – Staying Safe scenario card and act out what the child should do.
L.O. I can critically evaluate online relationships and balance them with in-person relationships.	• How can online connection support relationships? • Why is it not a full substitute for high-quality in-person relationships? • How can pressure online affect choices?	https://www.childnet.com/resources/trust-me Group work – diamond nine activity for most / least trustworthy links to accept. Independent work – public vs private (page 9). Write numbers of things that could be sent in columns.

L.O. I understand that words and images shared online may circulate beyond my control.	• What can happen when content is copied, forwarded or screenshot? • Why may it be impossible to delete everywhere? • What should we do if someone pressures us to share?	Watch NSPCC video – Alex – I Saw Your Willy: https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching Safe / respectful: in columns in books, list three ways that the children could have behaved safely and respectfully.
L.O . I understand age restrictions, including the minimum age of 13 for social media sites.	• Why do apps, games, films and social media have age restrictions? • How do restrictions protect children from unsuitable content and unsafe contact?	https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans Lesson 1: use resources 2 and 3. Write a short explanation of what the symbols for age ratings mean. Discuss suitability of film types.
L.O. I can critically evaluate online content and recognise harmful or upsetting material.	• How is online information selected and targeted? • What makes a source reliable? • What should we do if content is inappropriate, upsetting or harmful?	https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans Group work. Lesson 1: use resources 4 and 5 to help children rate different trailers (https://www.cbbfc.co.uk/rate-trailer).
L.O. I know how to respond to harmful online contact, including someone pretending to be a child.	• How might people pretend to be someone else online? • What warning signs suggest harmful contact? • Why should we avoid meeting an online-only contact? • How and where can we report?	https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans Lesson 2: resource 2 – agree or disagree discussion. Group work: resource 3. Round robin of scenarios. Use one colour of pen to bubble map the problem and another colour to bubble map the action the child should take. Use resource 6 (helping hand) to support children in suggesting what to do.
Key Vocabulary		
privacy access protect security	sharing respect safety motive	private public suitability age rating

Year 6 – Summer 1

Health and Wellbeing: Safety First

Learning Objective	Key Questions	Activities
L.O. I know that people become more responsible for their own safety.	• What does it mean to take responsibility for our own safety? • How can we do this? • How can we show that we are dependable?	Complete activity: responsibility crossword.
L.O. I know how to assess and manage risks around fire, roads, railways and water.	• How do hazards differ from calculated risks? • What are the key rules for fire, roads, level crossings and the Water Safety Code? • How can we help without putting ourselves at risk?	Apply a risk-assessment model to four personal-safety scenarios and identify when to call emergency services.
L.O. I can identify how pressure can put me at risk.	• Will doing something risky or dangerous make others admire us? • What can we do when we are under pressure to do something that makes us feel uncomfortable?	Thumbs up/thumbs down activity. Group work: children read Under Pressue scenario cards and match to headings to show where the pressure is coming from: friends, adverts, older children, social media or other children at school.
L.O. I know how to respond safely in an emergency and report rather than film.	• How do we know if there is an emergency? • What should we do in an emergency? • Why should we report incidents rather than filming or sharing them? • Why is it important that you keep yourself and others safe?	https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/ Emergencies and Calling for Help ppt. Group work: role-play responses to emergency scenarios (activity a26).
L.O. I know how to give basic life support.	• What information should you give the emergency services? • What might have happened to make someone unresponsive? • What steps must you take if you are going to give basic life support?	https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/ Basic Life Support ppt. Watch https://www.youtube.com/watch?v=lCMhuRM0clU&feature=youtu.be and sequence the steps for CPR (A15 CPR sorting).
L.O. I know how to treat burns and scalds.	• What might cause a burn? • Why is it a problem if our skin cannot function properly?	https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-burns-and-scalds-first-aid-lesson-plan-and-teaching-resources/

		Draw a flow map to show how to treat minor burns and scalds.
Key Vocabulary		
responsibility decisions consequences dependable	risk pressure emergency safety	personal safety LIONEL CPR burn / scald

Year 6 – Summer 2
Health and Wellbeing: Growing Up

Parents and carers can withdraw children from lessons shaded in orange.

Learning Objective	Key Questions	Activities
L.O. I know what happens during puberty.	• What are the changes that occur in male bodies? • What are the changes that occur in female bodies? • What changes might children our age already be experiencing? • What changes will happen in the future? • How might young people feel when their bodies start to change?	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and Medway Public Health Directorate Key Stages 1 and 2 – Lesson 1. Page 34 – Puberty Fact or Myth card sort. Sort statements into "fact," "myth" or "maybe". Children to work in pairs.
L.O. I can consider what I need to know about puberty.	• Which of the statements do you feel are important for you? • Why might you need to know the other statements, even if they are not as important for you? • What might be important at a later date? • If someone wanted to speak to a trusted adult about puberty, what could they say?	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and Medway Public Health Directorate Key Stages 1 and 2 – Lesson 1. Page 35-36. Children create zone of relevance using statements (more important □ less important). Discuss how females and males might value different statements e.g. buying a bra.
L.O. I can explore emotions surrounding puberty.	• What does it mean to become independent? • How might people feel about the changes or becoming more independent? • How can young people manage the changes?	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and Medway Public Health Directorate Key Stages 1 and 2 – Lesson 2.

		School bag stimulus – give children a copy of a bag outline with the items suggested on page 18 inside. Group work – children annotate the bag to explain how Sami might be feeling e.g. excited about going to the cinema without parents but worried about coming out when it's dark. Discuss ways of managing the change.
L.O: I understand the characteristics of a safe, loving and respectful relationship.	• How do people in a healthy relationship communicate? • How are needs and boundaries respected? • How can kindness, care and equality be shown?	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and Medway Public Health Directorate Key Stages 1 and 2 – Lesson 3. Round robin: time children at tables where images of a range of relationships are shown. Ensure the pictures show different ethnicities and cultural groups, in lots of different types of relationships (e.g. parent and child, siblings, romantic relationships, grand-parent and grandchild). Children bubble map responses to the key questions, before moving to the next photo. Model use of correct terminology e.g. same sex relationship.
L.O. I understand that families and loving relationships may look different.	• What do different families have in common? How can families include same-sex parents? What do marriage and civil partnership represent? How do we show respect?	Watch "Love Has No Label" video: https://www.youtube.com/watch?v=PnDgZuGIhHs Discuss the relationships being shown relating to sexuality, race, religion, age and disability and how everyone has the right to feel loved. Bubble map around the title of the video, using the relationships that were shown to show what children have learned e.g. people of the same sex can be in a loving relationship. Healthy relationships can be between siblings and friends etc.
L.O. I understand how a baby can be conceived and born. Additional non-statutory sex education – parental withdrawal may be requested	• What is a sexual relationship? • What laws are there surrounding sex? • Why do you think these laws exist? • What happens at fertilisation, during pregnancy and at birth? • Why must this information be discussed accurately, privately and respectfully?	Let's Talk About Sex Multiple Choice quiz Use an age-appropriate scientific sequence of conception, fertilisation, pregnancy and birth. The lesson does not cover sexually transmitted infections or detailed forms of sexual activity.

Key Vocabulary		
puberty	independence	penis / vagina
changes	loving relationship	erect
male	sexual intercourse	consent
female	reproduction	sexually transmitted infection

Sex Education

Although it is not statutory to deliver sex education outside of the Science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

Statutory Science and Health Education includes the correct names of body parts, the human life cycle, growth and puberty, menstrual wellbeing and reproduction in some plants and animals. This statutory content is taught to all pupils and is not subject to parental withdrawal

At Park Hill, statutory body, puberty and health content is taught progressively from Year 2 to Year 6 through Science and Health Education, with menstrual education introduced before pupils may begin their periods. We deliver the sex education aspects of the Science curriculum in Year 5.

Primary schools have the option to decide whether pupils are taught sex education in addition to what is taught in Science. At Park Hill, we are confident that our coverage of relationships and health education, including puberty, is sufficiently wide enough to support children's understanding of puberty, sexual reproduction and healthy relationships.

We do have a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils, as advised by the DfE. Additional sex education is limited to the specific Year 4 and Year 6 lessons set out below. Year 4 covers fertilisation, pregnancy and birth without describing sexual intercourse. Year 6 explains, scientifically and age-appropriately, how sexual intercourse may lead to conception, followed by fertilisation, pregnancy and birth.

The content is tailored to pupils' age, developmental stage and physical and emotional maturity, and is taught using accurate scientific vocabulary in a safe and respectful environment.

Every withdrawable lesson is labelled in words as "Additional non-statutory sex education – parental withdrawal may be requested". Orange shading is used as an additional visual marker, but is not the only means of identification.

School Health Nurses also deliver puberty and sex education lessons to Year 5 and Year 6: information about these sessions is always sent out to parents beforehand.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the outlines of what is covered in each year group within this policy.

Parents are given the opportunity to advise on what should be taught through sex education.

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

Sex Education by Year Group

This sets out the topics within sex education that is delivered outside of or earlier than in the national curriculum for Science.

Year 4
○ Male and female body parts and a definition of human reproduction (not sexual intercourse). ○ Fertilisation and the growth of human babies inside a uterus (not sexual intercourse). ○ Scientific terminology.

Year 6
○ Changing adolescent bodies, covering erections, discharge, nocturnal emissions (wet dreams) and masturbation (not the physical act of masturbation but that "touching yourself" is called masturbation and how it is private). ○ What makes a healthy relationship, including consent. ○ Laws surrounding sexual relationships.

Optional sex education lessons delivered as part of our school PSHE lessons are shaded in orange in the previous section of this policy. These optional lessons are delivered in Year 4 and Year 6.

School Health Nurses also deliver puberty and sex education lessons to Year 5 and Year 6: information about these sessions is always sent out to parents beforehand.

Delivery of the Curriculum

The primary RSHE curriculum is delivered through the planned PSHE programme, with statutory content reinforced through Science, Computing, PE, EYFS provision, assemblies and safeguarding education. The detailed tables set out when each unit is taught; lessons may be adapted or supplemented responsively where an identified need arises.

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

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

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

Relationships and Health Education is taught through the school's planned PSHE programme. Each class receives a weekly of timetabled PSHE/RHSE lesson, supplemented by cross-curricular learning, assemblies and responsive teaching where appropriate. The year-group and termly sequence is set out in this policy and the curriculum overview

Teaching of the curriculum will reflect requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow and the wider legal implications of the decisions they make.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, developmental stages and any additional needs, such as SEND. All learning resources will be selected with sensitivity, e.g. diagrams, videos, books and games, and inappropriate images, videos etc., will not be used. Any resources or materials used will be formally assessed by the RHE subject leader before use to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans will provide appropriate challenge for pupils and be adjusted for pupils' needs.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Much of the material we use includes accurate drawings.

The school will ensure that it meets the DfE's technology filtering and monitoring standards to ensure that pupils are unable to access inappropriate materials when using the internet to assist with their learning, as well as ensuring all members of the

school community adhere to the provisions outlined in the school's Online Safety Policy.

Inappropriate images and videos etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop whole-class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Safeguarding and Child Protection Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers will ensure that lesson plans are centered around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Any resources or materials used to support learning will be formally assessed by the Relationships, Sex and Health Education subject leaders before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written responses
- Group presentations
- Group tasks
- Projects

Managing Questions

Pupils are encouraged to ask questions. Staff will answer factual questions honestly, sensitively and in a way that is appropriate to the pupil's age and stage of development, within the scope of the planned curriculum. Questions outside planned content may be acknowledged and deferred, answered individually or referred to parents/carers after discussion with the RHSE Subject Leader. Staff will not answer personal questions or encourage personal disclosures. Any question that raises a safeguarding concern will be managed in line with the Safeguarding and Child Protection Policy. Where a pupil has been withdrawn from additional sex education, staff will not use a spontaneous question to deliver the withdrawn content; the question will be managed sensitively and referred to the Head Teacher and parent/carer as appropriate.

Opportunities to Teach Safeguarding

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

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

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

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

Teaching about body ownership, privacy, consent, appropriate and inappropriate contact, grooming, abuse, online risks and how to seek help is safeguarding and preventative education. It does not amount to teaching pupils about sexual activity and forms part of statutory Relationships and Health Education and the school's safeguarding duties

The school is aware that pupils may raise topics such as self-harm and suicide. When discussing these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative,

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

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

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Working with External Experts

External experts, such as School Health Nurses and Targeted Youth Support / DECCA (Sandwell) may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

Park Hill will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding and Child Protection Policy.

The school will not agree to contractual restrictions that prevent RSHE materials being shown to parents. Representative samples and all materials used will be available to parents on request, subject to copyright arrangements.

The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

Primary teaching will include different family arrangements, including families with same-sex parents, in an integrated and age-appropriate way. Teaching will focus on equality, dignity, respect and protection from discrimination. It will avoid language or activities that repeat gender stereotypes and will not present contested views as fact.

The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

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

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

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

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

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- Computing – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

- PSHE – pupils learn about respect and difference, values and characteristics of individuals, as well as the requirements of the law, their responsibilities and the possible consequences of their actions. This includes British Values.

Withdrawing from the Subject

Relationships and health education are statutory at primary. Parents and carers do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the Science curriculum, parents have the right to request to withdraw their child from all or part of the additional sex education curriculum.

Lessons from which withdrawal may be requested are labelled in words as "Additional non-statutory sex education – parental withdrawal may be requested" and are also shaded in orange. The identified lessons are delivered in Year 4 and Year 6. Statutory body, puberty, menstrual wellbeing, safety, Relationships Education, Health Education and Science content is not withdrawable.

The Head Teacher will automatically grant withdrawal requests in accordance with the above point; however, the Head Teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Head Teacher will keep a record of the discussion between themselves, the pupil and the parent, using Safeguard software.

Following discussion and recording of the request, the Head Teacher will grant a parent's request to withdraw a primary pupil from the identified additional sex education. The request does not apply to statutory Science, Relationships Education or Health Education.

The parent will be informed of the Head Teacher's decision.

Where a pupil is withdrawn from sex education, the Head Teacher will ensure that the pupil receives appropriate alternative education.

Behaviour

At Park Hill, we seek to uphold high standards of behaviour at all times. We also understand that the nature of some of the content in RHSE lessons may lead to incidents of inappropriate behaviour. To pre-empt this, we have thought carefully about when to introduce particular topics so that they are delivered at a more age-appropriate time and are in line with pupils' needs.

To enable children to learn within a respectful environment, we establish clear boundaries and set ground rules before the RHSE lesson begins. Our lessons aim to foster a culture based on mutual respect and understanding for one another: this is made clear to pupils at the start.

Sometimes, we will introduce pupils to a topic in advance of the lessons (or series of lesson) beginning, with the aim of helping children understand what to expect and reduce the possibility of inappropriate behaviour arising.

If incidents of unacceptable behaviour arise as a result of the RHSE programme, such as those relating to sexual orientation, we will respond to them in line with our Behaviour Policy. This includes the use of name-calling, offensive language and inappropriate gestures etc.

Any bullying incidents that arise as a result of RHSE lessons will be dealt with as seriously as other bullying incidents within the school.

The Head Teacher will decide whether it is appropriate to notify the police of any incidents, in line with our Safeguarding and Child Protection Policy.

Staff Training

All staff members at Park Hill will undergo regular training to ensure they are up-to-date with the RHSE programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training (led by the RHSE subject leaders) to ensure they are fully equipped to teach the subjects effectively.

Training will be updated in response to statutory guidance and emerging issues, including online image sharing, harmful contact, scams and financial harms, gaming monetisation, vaping, personal safety, menstrual wellbeing, handling difficult questions and responding to safeguarding disclosures.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the DSL or DDSLs about any suspicions of inappropriate behaviour or potential abuse, in line with the school's Safeguarding and Child Protection Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. No promises of confidentiality can be made.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Safeguarding and Child Protection Policy.

Monitoring Quality

The Relationships, Sex and Health Education subject leaders are responsible for monitoring the quality of teaching and learning for the subjects.

The Relationships, Sex and Health Education subject leaders will conduct subject monitoring on a termly basis, which will include a mixture of the following:

- Pupil voice
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The Relationships, Sex and Health Education subject leaders will report regularly on the quality of the subjects to the Head Teacher and Governing Board.

The Relationships, Sex and Health Education subject leaders will work regularly and consistently with the Head Teacher to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and Review

This policy will be reviewed on an annual basis by the Relationships, Sex and Health Education subject leaders and Head Teacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

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

Appendix 1 – Useful Websites and Books

Planning for our RHSE Lessons
PSHE Association: www.pshe-association.org.uk/
Key Stage 1 PSHE: www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe
Key Stage 2 PSHE: www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe
Samaritans: www.samaritans.org/how-we-can-help/schools/deal/
NSPCC: learning.nspcc.org.uk/research-resources/schools/share-aware-teaching
Equaliteach: equaliteach.co.uk/education/classroom-resources/
Childnet: www.childnet.com/resources
St John Ambulance: www.sja.org.uk/get-advice/first-aid-lesson-plans/
Useful Books
Early Years and Key Stage 1
The Family Book by Todd Parr
The Great Big Book of Families by Mary Hoffman
And Tango Makes Three by Justin Richardson
My World, Your World by Melanie Walsh
Dogs Don't Do Ballet by Anna Kemp
Giraffes Can't Dance by Giles Andreae
Where Happiness Begins by Eva Eland
The Huge Bag of Worries by Virginia Ironside
Ruby's Worry by Tom Percival
How Big Are Your Worries, Little Bear? by Jayneen Sanders
The Paper Dolls by Julia Donaldson
Can't You Sleep, Little Bear? by Martin Waddell
The Dot by Peter H. Reynolds
Isaac and his Amazing Asperger Superpower by Melanie Walsh
Living with Mum and Living with Dad by Melanie Walsh

Key Stage Two
We Are All Born Free: The Universal Declaration of Human Rights in Pictures
The Heart and the Bottle by Oliver Jeffers
After a Fall: How Humpty Dumpty Got Back Up Again by Dan Santat
Under the Love Umbrella by Davina Bell
Dinosaurs and All That Rubbish by Michael Foreman
Charlie Changes into a Chicken by Sam Copeland
The Suitcase Kid by Jacqueline Wilson
Two Sides by Polly Ho-Yen
The Fantastic Book of Feelings: A Guide to Being Happy, Sad and Everything In-Between! by Marcia Williams
Upper Key Stage 2
Respect: Consent, Boundaries and Being in Charge of You by Rachel Brian
Usborne: Growing Up for Boys by Alex Frith
Usborne: Growing Up for Girls by Felicity Brooks
Boy, Everywhere by A.M. Dassu
Wonder by R.J. Palacio
Frankly In Love by David Yoon
Cloud Boy by Marcia Williams

Addendum – Relationships, Sex and Health Education in Relation to Coronavirus (COVID-19)

Relationships and health education in primary schools became compulsory in September 2020 as planned; however, due to the impact of the coronavirus (COVID-19) pandemic, schools have been offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year.

Schools that are prepared to deliver teaching in these subjects and have assessed that they meet the requirements in the DfE's 'Relationships education, relationships and sex education (RSE) and health education' guidance are encouraged to begin delivering teaching as soon as practically possible, and no later than the start of the Summer term in 2021. In these cases, a phased approach should be used (if needed) when introducing the subjects.