

# Park Hill Primary School

## Relationships, Health and Sex Education (RHSE) Policy



Approval Level	Governing Board
Date Reviewed	12.09.25
Approved On	22 <sup>nd</sup> September 2025
Category	Statutory
Next Review Date	Advised annually – September 2026
Policy Availability	School Website
Written By	Mrs A. Boardman
Related Document(s)	Glossary of Acronyms (available on school website)

## **Policy Version Control**

<b>Date of Change</b>	<b>Details of Change</b>
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).

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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 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) 'Science programmes of study: key stages 1 and 2'

- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2025) 'Keeping children safe in education 2025'

### 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

### Key Personnel in Relation to this Policy

<b>Name</b>	<b>Role(s)</b>
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.
- 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 the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

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 G. Dingle	Key Stage 2 Coordinator
Mrs N. Glover	Deputy Designated Safeguarding Lead and Senior Mental Health Lead

## 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 RHE as part of the PSHE curriculum.

For the purpose of this policy:

- “**Relationships education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships in all contexts, including online.
- “**Health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- “**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.

We are in the process of reviewing our curriculum, in line with DfE (2025) [‘Relationships, Education, Relationships and Sex Education and Health Education’](#) guidance, ready for implementation in September 2026.

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 relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

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](mailto: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 legalities surrounding withdrawing their child from the subjects.
- 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, 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 are consulted in the review of the curriculum and this policy and are encouraged to provide their views.

## **Relationships Education Overview**

Please refer to the [DfE \(2019\) 'Relationships, Education, Relationships and Sex Education \(RSE\) and Health Education' guidance](#) which explains what children will know by the end of primary school. This is statutory guidance.

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

*By the end of primary school, pupils will know:*

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

### **Caring friendships**

*By the end of primary school, pupils will know:*

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

## Respectful relationships

*By the end of primary school, pupils will know:*

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

*By the end of primary school, pupils will know:*

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

## Being safe

*By the end of primary school, pupils will know:*

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **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.	<ul style="list-style-type: none"> <li>• What makes you special?</li> <li>• Why is it important to be kind to yourself?</li> <li>• How did it feel to hear what someone thinks is special about you?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What are our different feelings called?</li> <li>• How can we describe them?</li> <li>• How do you think these children are feeling? Why?</li> <li>• What happens to our faces and bodies when we have different feelings?</li> <li>• How can you get help with unpleasant feelings?</li> </ul>	Match the feeling – draw lines to match pictures with scenarios.
L.O. I can identify what makes me happy.	<ul style="list-style-type: none"> <li>• When do you feel happy?</li> <li>• What other good feelings do you have?</li> <li>• How can being happy feel different?</li> </ul>	Hold up happy / sad faces in response to pictures on the slides.
L.O. I can talk about uncomfortable feelings.	<ul style="list-style-type: none"> <li>• What can make you unhappy or cross?</li> <li>• What can you do when you feel uncomfortable?</li> <li>• How can you help someone who feels unhappy or cross?</li> </ul>	In pairs, take it in turns to be Goldilocks / one of the bears. How did you feel when...? Give them advice.
L.O. I know about change and loss.	<ul style="list-style-type: none"> <li>• How does it feel when things change or we lose something precious?</li> <li>• What can we do to help ourselves or others when this happens?</li> <li>• What changes have you gone through in life so far?</li> </ul>	Discuss changes on slides. Then match situations with what we could do to help ourselves.  <i>Read Dogger by Shirley Hughes.</i>
L.O. I can share what I think and feel.	<ul style="list-style-type: none"> <li>• Why are our feelings and thoughts important?</li> <li>• What would happen if we felt like we couldn't say what we were thinking or feeling?</li> <li>• What could you do in situations where you think differently or people don't listen?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What does it mean / how does it feel to be part of a team?</li> <li>• What makes a team special?</li> <li>• Which teams do you belong to?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Why is it important to listen to other people?</li> <li>• How can we be good listeners?</li> <li>• Why do... want you to listen?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• How can we show kindness to others?</li> <li>• Why is it important to be kind?</li> <li>• How does kindness make other people feel?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What kinds of unkind behaviour are there?</li> <li>• What consequences might unkindness have?</li> <li>• How could we behave differently?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What can we do if we find something difficult?</li> <li>• What feelings show on our faces and bodies when we are being positive / negative?</li> </ul>	Helpful or unhelpful thoughts – sort "Train Your Brain" cards into columns.
L.O. I can identify good and bad behaviour choices.	<ul style="list-style-type: none"> <li>• What choices can we make about our behaviour?</li> <li>• How might our choices affect other members of our team?</li> </ul>	Role-play "Tricky Times" scenarios to class. Explain the consequences to the actors and suggest a good choice.
<b>Key Vocabulary</b>		
team belong listen kind	unkind teasing bullying positive	mindset positive / negative helpful / unhelpful consequence

**Year 2 – Autumn 2**  
**Relationships: VIPs**

Learning Objective	Key Questions	Activities
L.O. I can identify people who are special to me.	<ul style="list-style-type: none"> <li>Who is special to you?</li> <li>What characteristics make them special to you?</li> <li>How can you show them that you care about them?</li> </ul>	Complete a VIP crown – name special person and write the characteristics that make them special.
L.O. I know why families are important.	<ul style="list-style-type: none"> <li>Who is in your family?</li> <li>Why are they important?</li> <li>How do they make you feel?</li> <li>When do you need the people in your family?</li> </ul>	Family portrait – draw a detailed family portrait. Share with a partner and explain why each person is important.
L.O. I can name the qualities of a good friend.	<ul style="list-style-type: none"> <li>What makes someone a good friend?</li> <li>How can you be a good friend?</li> <li>How can you help others be a good friend?</li> </ul>	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.	<ul style="list-style-type: none"> <li>When might we disagree or argue with someone else?</li> <li>How does it make you feel when you fall out with someone?</li> <li>Why is it important to treat people fairly, even when we are cross with them?</li> </ul>	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.	<ul style="list-style-type: none"> <li>What does co-operate mean?</li> <li>Why is it useful to co-operate with others?</li> <li>When might it be difficult to co-operate with others?</li> </ul>	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.	<ul style="list-style-type: none"> <li>Why is it important to show others that we care about them?</li> <li>How can we show special people that we care?</li> <li>How does it make others feel when we show them we care?</li> </ul>	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 family friendship qualities	problem / disagreement resolve solution co-operate	role listen care fair

## Year 3 – Autumn 2

### Relationships: Be Yourself

Learning Objective	Key Questions	Activities
L.O. I can identify things that I am proud of.	<ul style="list-style-type: none"> <li>• What does it mean to have pride in ourselves?</li> <li>• Why should we be proud of our achievements?</li> <li>• How do your achievements help someone else?</li> <li>• How can we celebrate with others when they feel proud?</li> </ul>	<p>Group work – sort Pride Scenario Cards (proud or showing off?)</p> <p>Draw / write what children are proud of inside trophy outline and share with a partner – congratulate one another on their achievements.</p>
L.O. I know how different emotions make people feel.	<ul style="list-style-type: none"> <li>• What are our main feelings and emotions called?</li> <li>• What do they feel like?</li> <li>• When might they happen?</li> <li>• Which of them make you feel comfortable / uncomfortable?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Why is it important to tell people how you feel?</li> <li>• What can we do when we feel uncomfortable?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What is being assertive?</li> <li>• When and how can we be assertive?</li> <li>• What is being passive?</li> <li>• What is the difference between being assertive and being aggressive?</li> </ul>	<p>Role-play with a partner using Being Assertive scenario cards:</p> <p><i>Say what has happened</i>  <i>Say how you feel</i>  <i>Say how you would have liked things to have been different</i></p>
L.O. I can explore messages given by the media.	<ul style="list-style-type: none"> <li>• What is the media? <i>Include social media in discussions.</i></li> <li>• Do we get facts, opinions or both from the media?</li> <li>• What messages do we get from the media about how people should look, behave and feel?</li> <li>• Are those messages realistic?</li> <li>• How might they make people feel?</li> </ul>	<p>Helpful or harmful – use prompts on ppt to vote and explain.</p> <p>Design and create a poster to encourage others to be media-wise – be aware of messages in the media and inspire others to be themselves.</p>
L.O. I know what to do if I make a mistake.	<ul style="list-style-type: none"> <li>• What can we do if something is wrong or we make a mistake?</li> <li>• Even if things don't go back to the way they were, how can these strategies improve things?</li> <li>• How can this help you in the future?</li> </ul>	<p>Round-robin: limited time at tables with What Happens Next scenario cards on.</p> <p>Post-it suggestions for improving things.</p>
Key Vocabulary		
pride achievement emotion uncomfortable / comfortable	express coping assertive passive / aggressive	media realistic mistake apologise

**Year 3 – Summer 1**  
**Relationships: TEAM**

Learning Objective	Key Questions	Activities
L.O. I can identify ways of coping with change.	<ul style="list-style-type: none"> <li>• How do changes make you feel?</li> <li>• Do these feelings last forever?</li> <li>• What are you looking forward to?</li> <li>• What will you miss?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• How did we work as a team?</li> <li>• What are the features of a good team?</li> <li>• How does everyone benefit from a good team?</li> <li>• What behaviours are helpful / unhelpful?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• How is the team affected by your actions?</li> <li>• How are you affected by the team's actions?</li> <li>• What is the impact of your behaviour?</li> </ul>	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 be considerate to others.	<ul style="list-style-type: none"> <li>• How can we tell what our teammates are feeling?</li> <li>• How can we respond to the feelings of others?</li> <li>• Why do we need to be able to understand the emotions of others?</li> </ul>	Paired activity – play Show the Emotion. Give children cards with emotions on. Choose one and use facial expressions and body language to represent it.  Discuss why it is important to understand these feelings.
L.O. I can suggest ways of resolving disputes.	<ul style="list-style-type: none"> <li>• What is a dispute?</li> <li>• What happens when we fall out with our team members?</li> <li>• How can we solve these problems?</li> </ul>	Choose a Dispute Scenario card to glue in the centre of page.  Bubble map suggestions for resolving the dispute, using list on ppt to help.
L.O. I know about my responsibilities in a team.	<ul style="list-style-type: none"> <li>• Why is it important that everyone in a team fulfil their responsibilities?</li> <li>• What are your responsibilities towards our team?</li> </ul>	Write a short repetitive poem, entitled “The Ripple Effect” e.g.  <i>If I smile at you, pass that smile on.</i> <i>If Im kind to you, pass that kindness on.</i>
Key Vocabulary		
change attitude mindset actions / behaviour	team attention considerate emotion	dispute patience adapt responsibilities

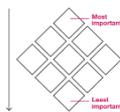
## Year 4 – Autumn 2

### Relationships: VIPs

Learning Objective	Key Questions	Activities
L.O. I can identify ways of making friendships.	<ul style="list-style-type: none"> <li>Why is it a good idea to make new friends?</li> <li>How can we make new friends?</li> <li>Do you think we always need to be open to new friendships or might we not need new friends one day? Why?</li> <li>What might you need from different friends, at different times?</li> </ul>	<p>Read the Friendship Scenario cards and glue one in the centre. In pairs, bubble map in different colours:  <i>-What is the child's common interest with the people there?</i>  <i>-What could the child say to the other children there?</i>  <i>-How could the child show a positive attitude to their new friends?</i></p> <p>Use the Friendship Ideas sheet to help.</p>
L.O. I know how positive actions can help me maintain friendships.	<ul style="list-style-type: none"> <li>How should we treat our friends?</li> <li>What sort of behaviours / attitudes will help you remain friends with others?</li> <li>Why is it good to have old friends, as well as new friends?</li> <li>How can we behave when our friend is going through a difficult time?</li> </ul>	<p>Reduce and print the Staying Friends scenario cards for each child. Sort into columns on a table:  <i>-Behaviour that maintains a friendship</i>  <i>-Behaviour that could end a friendship</i></p> <p>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.</p>
L.O. I know how to respond to unhealthy behaviour from friends.	<ul style="list-style-type: none"> <li>What makes a good friend?</li> <li>What can we do if someone is not being a good friend?</li> <li>How can we ensure that we are good friends to others and that they are good friends to us?</li> </ul>	<p>Listen to the Dares story and draw two storymaps, each depicting:  <i>-What each child did</i>  <i>-How each child felt</i>  <i>-The consequence for each child</i></p> <p>Underneath, write a short paragraph giving advice to Pete – focus on how he could use his support network and his self-respect / confidence.</p>
L.O. I can demonstrate positive resolutions.	<ul style="list-style-type: none"> <li>How and why do people fall out with their friends?</li> <li>What can we do if we fall out with others?</li> <li>When would you need support from others to resolve the falling out?</li> </ul>	<p>In groups, decide on which Positive Resolution Technique to use in a role-play.</p> <p>Choose a Falling Out scenario card and use one of the techniques to role-play the conflict, then resolving the conflict.</p>
L.O. I can identify bullying.	<ul style="list-style-type: none"> <li>What are the different ways that people could be bullied?</li> <li>How can this affect the people who are involved?</li> <li>What is the key difference between teasing and bullying?</li> <li>How might teasing become bullying?</li> <li>How can people bully others online?</li> <li>Why might someone start bullying others?</li> </ul>	<p>Whole-class: read the Bullying scenario cards and identify whether they are:  <i>-Playful Teasing</i>  <i>-Bullying</i></p> <p>Choose one of the bullies. Write a short letter to the bullies to ask them why they behaved the way they did and explain what forms bullying can take. Tell them how their behaviour could become bullying and explain the effect on the other person.</p>
L.O. I know what to do if someone is being bullied.	<ul style="list-style-type: none"> <li>Why do you think bullying happens?</li> <li>What strategies can we use if we feel like we are being bullied?</li> <li>What can we do to support someone if they are being bullied?</li> <li>What is a support network?</li> <li>How would everyone in school need to behave to stop bullying completely?</li> </ul>	<p>In pairs, create an Anti-Bullying Poster, including advice about:  <i>-Involving support networks when we feel weaker and more vulnerable</i>  <i>-Trusted adults</i>  <i>-School Councillors (Anti-Bullying Reps)</i>  <i>-Links to virtual support e.g. <a href="http://www.kooth.com">www.kooth.com</a></i></p>
<b>Key Vocabulary</b>		
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.	<ul style="list-style-type: none"> <li>• What is a healthy friendship?</li> <li>• What qualities do you think a good friend needs?</li> <li>• What qualities are most important to you? Why?</li> <li>• When might a friendship be unhealthy or unsafe?</li> </ul>	<p>Create a Diamond Nine of what makes a good friend, using pages 1-2 of <a href="https://www.childnet.com/ufiles/Worksheets2.pdf">https://www.childnet.com/ufiles/Worksheets2.pdf</a>. Arrange with most important at the top and least important at the bottom.</p>  <p>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.</p>
L.O. I understand how peer influence can affect people's behaviour.	<ul style="list-style-type: none"> <li>• What does "being an individual" mean?</li> <li>• Why is this a good thing?</li> <li>• When might it be difficult to be yourself?</li> <li>• How can you respond to peer influence?</li> <li>• How can you speak assertively, yet not rudely?</li> </ul>	<p>Model responding to a "Being Unique" scenario card assertively, without being rude.</p> <p>Ask children to choose a "Being Unique" scenario card and glue at the top of a table. Discuss and, in three columns, record:</p> <ul style="list-style-type: none"> <li>- How this might make the child feel and why it might be uncomfortable</li> <li>- What the child would do if they were influenced by their peers.</li> <li>- What the child should do, to avoid peer pressure and be themselves.</li> </ul>
L.O. I know that peer influence can happen online.	<ul style="list-style-type: none"> <li>• What is the difference between pressuring someone and encouraging them?</li> <li>• How might people try to influence you online?</li> <li>• How would you respond?</li> <li>• When might you need to exit a situation?</li> <li>• Who can help you if you are feeling peer pressure?</li> </ul>	<p>Explain that pressuring someone makes them feel uncomfortable and / or stressed, whereas encouraging them tends to be for a positive outcome.</p> <p>Ask children to work in pairs to read What Would You Do? scenarios to one another: <a href="https://www.childnet.com/ufiles/Worksheets2.pdf">https://www.childnet.com/ufiles/Worksheets2.pdf</a>. Keep track of one another's scores and identify ways that you can improve your online friendships.</p>
L.O. I know that communication is important for relationships.	<ul style="list-style-type: none"> <li>• Why is it important to share our thoughts and feelings with those around us?</li> <li>• How can we communicate our thoughts and feelings to others?</li> <li>• How should you speak to others when you feel uncomfortable?</li> <li>• How might your body language help you communicate?</li> </ul>	<p>Use "Five Ways to be Assertive" - <a href="https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/being-assertive/">https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/being-assertive/</a>.</p> <p>Choose a "Communicating" scenario card and discuss how you would respond with a partner.</p>
L.O. I can identify when I need to make a choice that's different to others.	<ul style="list-style-type: none"> <li>• Why might having an exit strategy be useful?</li> <li>• When might we need to make a choice that's different to those around us?</li> <li>• How can we do the right thing, even if others do not?</li> </ul>	<p>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).</p> <p>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.</p>
L.O. I know that friendships change.	<ul style="list-style-type: none"> <li>• How can friendships change over time?</li> <li>• What are the benefits of having different or new friends?</li> <li>• What can friends do to stay friends, if they want to?</li> </ul>	<p>Use <a href="https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/friendships/">https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/friendships/</a> to research and bubble map "top tips for friendships" e.g.</p> <ul style="list-style-type: none"> <li>- Try not to judge someone before getting to know them.</li> <li>- It's natural for some friends to drift apart.</li> <li>- If you're being bullied, try talking to your friends when you're alone with them.</li> </ul>
<b>Key Vocabulary</b>		
healthy friendships peer pressure influence behaviour	assertive communication 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.	<ul style="list-style-type: none"> <li>• What is influence?</li> <li>• What do you care deeply about?</li> <li>• Who or what might have influenced your choices?</li> </ul>	<a href="https://plprimarystars.com/resources/values#m-resource-472-link">https://plprimarystars.com/resources/values#m-resource-472-link</a> 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.	<ul style="list-style-type: none"> <li>• What do you think is totally acceptable behaviour?</li> <li>• What do you believe is totally unacceptable behaviour?</li> </ul>	<a href="https://plprimarystars.com/resources/values#m-resource-472-link">https://plprimarystars.com/resources/values#m-resource-472-link</a> 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.	<ul style="list-style-type: none"> <li>• How can we make our views heard, without falling out with others?</li> <li>• How can we respond respectfully to other people’s feelings and opinions?</li> <li>• What is the difference between being respectful with your opinion and being honest?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What makes a good team?</li> <li>• Why are collaboration, compromise and negotiation useful qualities?</li> <li>• What other qualities make an effective team? How?</li> </ul>	<a href="https://plprimarystars.com/resources/teamwork">https://plprimarystars.com/resources/teamwork</a> 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.	<ul style="list-style-type: none"> <li>• What kinds of skills are you demonstrating?</li> <li>• What helps you work better as a team?</li> <li>• How is each person contributing to the task?</li> <li>• How can you encourage one another to solve the problem?</li> </ul>	<a href="https://plprimarystars.com/resources/teamwork">https://plprimarystars.com/resources/teamwork</a> 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.	<ul style="list-style-type: none"> <li>• How can we be sensitive to the needs of others in our team?</li> <li>• How can we make other people feel valued?</li> <li>• Why do we also need to make sure we care for ourselves?</li> </ul>	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.	<ul style="list-style-type: none"> <li>Who are the important people in your lives?</li> <li>Why are they important?</li> <li>How does it feel when we are treated with respect?</li> <li>What are the consequences of not showing our family and friends respect?</li> </ul>	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.	<ul style="list-style-type: none"> <li>What is irresponsible behaviour?</li> <li>What are the consequences of irresponsible behaviour?</li> <li>What helps us behave responsibly?</li> <li>Why are there rules for us to follow?</li> </ul>	<p><a href="https://pprimarystars.com/resources/do-the-right-thing">https://pprimarystars.com/resources/do-the-right-thing</a></p> <p>Watch film (behaviour). Discuss how Farrah's rules were there to keep her safe.</p> <p>Children answer the following questions in books:</p> <ul style="list-style-type: none"> <li>- What rule do you think Farrah had broken?</li> <li>- Why is that an important rule?</li> <li>- What impact did her behaviour have on herself and her parents?</li> <li>- Do you feel her consequence was fair?</li> </ul>
L.O. I can suggest ways of disagreeing respectfully.	<ul style="list-style-type: none"> <li>Do people who care about one another always have to agree?</li> <li>How can we resolve disagreements without falling out?</li> <li>How can you share your opinion without being disrespectful?</li> <li>What could you do if someone disagrees with you in a disrespectful manner?</li> </ul>	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.	<ul style="list-style-type: none"> <li>When might we feel under pressure to do something we feel unsure about or don't want to do?</li> <li>What can we do when this happens?</li> <li>What might a consequence of reacting rudely or aggressively if you are feeling pressured be?</li> <li>Who can you turn to if you feel pressured?</li> </ul>	Choose an Influence scenario card and glue in books. Add a speech bubble to show how the person being influenced could respond, using the tips on slides 14-16.
L.O. I know when it is right or wrong to keep a secret.	<ul style="list-style-type: none"> <li>When is it safe or acceptable to keep a secret?</li> <li>How can we know when we should break confidence and share a secret?</li> <li>What is the difference between sharing a secret with a trusted adult and gossiping?</li> </ul>	<p>Slides 13-16 – children decide whether the secret is safe to keep or needs to be shared with a trusted adult.</p> <p>Glue Secrets scenario cards in table. In another column, use prompts on slide 20 to explain why you might choose to share the secret with a trusted adult.</p>
L.O. I can identify signs of an unhealthy relationship.	<ul style="list-style-type: none"> <li>What do you think the signs of an unhealthy relationship would be?</li> <li>When might a relationship be risky?</li> <li>When might it be best to end the relationship?</li> <li>How can we do this?</li> </ul>	<p>Watch <a href="https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7ri6">https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-healthy-vs-unhealthy-relationships/z6s7ri6</a></p> <p>Group work – sort examples from Risky Relationships activity sheet into columns on sugar paper.</p> <p>For unhealthy relationships, invite children to use the signs on slides 10-12 to explain why the relationship is showing signs of being unhealthy.</p>
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.

### **Mental wellbeing**

*By the end of primary school, pupils will know:*

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

### **Internet safety and harms**

*By the end of primary school, pupils will know:*

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

### **Physical health and fitness**

*By the end of primary school, pupils will know:*

- The 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 obesity, and other behaviours, e.g. the impact of alcohol on health.

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

*By the end of primary school, pupils will know:*

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

### **Health and prevention**

*By the end of primary school, pupils will know:*

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

### **Basic first aid**

*By the end of primary school, pupils will know:*

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

### **Changing adolescent body**

*By the end of primary school, pupils will know:*

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

## **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**

<b>Learning Objective</b>	<b>Key Questions</b>	<b>Activities</b>
L.O. I can identify my good qualities.	<ul style="list-style-type: none"><li>• What do these qualities mean?</li><li>• Why are they good ones?</li></ul>	Draw own qualities inside stars to create a larger class star shape.

	<ul style="list-style-type: none"> <li>• Which “star qualities” do you have?</li> <li>• Which qualities would you like to develop?</li> </ul>	
L.O. I know what a positive attitude is.	<ul style="list-style-type: none"> <li>• What does it mean to be positive?</li> <li>• How can a positive learning attitude help us?</li> <li>• What do you enjoy learning most?</li> <li>• How did/do you feel before/after the task?</li> <li>• What positive thing might you say to someone before they do the task?</li> </ul>	Multilink cube cards – work in groups to make the models shown.
L.O. I know about different jobs.	<ul style="list-style-type: none"> <li>• What kind of jobs do people do?</li> <li>• What are you interested in?</li> <li>• What are you good at?</li> <li>• What would you like to do when you grow up?</li> </ul>	<p>Guessing game – what’s the job?</p> <p>Draw a picture of yourself doing the job you want to have.</p> <p>Watch a <i>What’s my Job?</i> film:  <a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39</a></p>
L.O. I know what makes people good at their jobs.	<ul style="list-style-type: none"> <li>• Are these jobs for men, women or both? Why?</li> <li>• How will you sort the jobs?</li> <li>• What makes someone good at their job?</li> </ul>	<p>Label pictures of people doing jobs with the qualities and skills they need.</p> <p>Emphasise that jobs are not gender-specific.</p> <p><i>Read Dogs Don’t Do Ballet! by Anna Kemp.</i></p>
L.O. I can discuss different goals.	<ul style="list-style-type: none"> <li>• What would you like to achieve in the future?</li> <li>• What is important to you? Which is the most important?</li> <li>• How are your goals different to other people’s? Why might that be?</li> </ul>	<p>In pairs, put goal prompts into order of importance.</p> <p>Emphasise that people have different goals for their futures – that’s okay!</p>
L.O. I can identify changes to my routine.	<ul style="list-style-type: none"> <li>• How might this year be different to Reception?</li> <li>• What are you looking forward to about the rest of your time in Year 1?</li> <li>• What advice could you give someone who is worried about the changes?</li> </ul>	Spinner – what is different this year? What is the same? Create whole-class list of same/different aspects of life in Year 1.
<b>Key Vocabulary</b>		
	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.	<ul style="list-style-type: none"> <li>• Who does your body belong to?</li> </ul>	Draw / label something that bothers you.

	<ul style="list-style-type: none"> <li>• What can you do if someone does something you don't like?</li> <li>• What kind of situations are more serious?</li> <li>• Who can you ask for help?</li> </ul>	Then sort as a whole-class (little problem, tricky problem or serious problem). Photograph.
L.O. I know why exercise and sleep are important.	<ul style="list-style-type: none"> <li>• What does exercise do to our bodies?</li> <li>• How does sleep help us?</li> <li>• What changes do you want to make?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Why is it important to eat well?</li> <li>• What is a healthy diet?</li> </ul>	Guessing game – describe a fruit or vegetable. Sort the snacks – healthy or unhealthy.
L.O. I know how to keep my body clean.	<ul style="list-style-type: none"> <li>• How can we keep ourselves clean?</li> <li>• What are germs and how can they be bad for us?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What is dangerous to eat or drink?</li> <li>• How can it harm us?</li> </ul>	Kitchen colouring – colour safe things to eat in green and dangerous in red.  <i>DECCA KS1 assembly</i>
L.O. I know I can make choices.	<ul style="list-style-type: none"> <li>• What choices can you make to be healthier, happier and safer?</li> <li>• How can choices be different?</li> <li>• How can we make better choices?</li> <li>• What consequences might our choices have?</li> </ul>	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.
<b>Key Vocabulary</b>		
body uncomfortable exercise sleep	healthy diet clean germs	safe dangerous choice consequence

## Year 2 – Autumn 1

### Health and Wellbeing: Think Positive

Learning Objective	Key Questions	Activities
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L.O. I can identify positive thoughts.	<ul style="list-style-type: none"> <li>• What is the difference between positive and negative thinking?</li> <li>• How can positive thinking help us?</li> <li>• How might things change if we think positively?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What choices do we have about the things we say or do?</li> <li>• How can the choices we make affect the way we feel?</li> <li>• How can we deal with choices we can’t change?</li> </ul>	<p>Move to the Left / Move to the Right choices game.</p> <p>Paired work: sort choices statements (positive impact / negative impact).</p>
L.O. I know how resilience can help me achieve.	<ul style="list-style-type: none"> <li>• What can we do if we find something challenging?</li> <li>• What are helpful and unhelpful thoughts?</li> <li>• Which activities do you need to persevere with?</li> </ul>	<p>Round-robin: limited time at activity stations (tongue twisters, tangrams and bean bag challenges etc.)</p> <p>Be resilient – which one did you find most challenging? Take that one home to persevere with.</p>
L.O. I know a way of coping with emotions.	<ul style="list-style-type: none"> <li>• What are some unpleasant feelings?</li> <li>• What makes you feel angry, unhappy or worried etc.?</li> <li>• What can we do if this happens?</li> <li>• How can we let our emotions out without hurting others or getting into trouble?</li> </ul>	<p>Whole-class: make an emotions tool kit.</p> <p>Choose a type of tool for each emotion and write an idea for coping with it. Glue it onto a whole-class toolbox.</p>
L.O. I can name things I am thankful for.	<ul style="list-style-type: none"> <li>• What are you thankful for?</li> <li>• How can we be thankful for them?</li> <li>• How does being thankful make you feel?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What is mindfulness?</li> <li>• How can being mindful help you with unpleasant feelings?</li> <li>• What can you do to be mindful?</li> <li>• Do you prefer quiet and still activities or activities where you “do something”?</li> </ul>	Listen to relaxing music to complete a mindful activity e.g. threading beads, drawing, colouring or completing a jigsaw.
<b>Key Vocabulary</b>		
positive / negative thinking choice decision impact	challenge resilience persevere unpleasant	copied grateful focus mindful

**Year 2 – Spring 2**  
**Health and Wellbeing: Safety First**

<b>Learning Objective</b>	<b>Key Questions</b>	<b>Activities</b>
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L.O. I can suggest ways of staying safe.	<ul style="list-style-type: none"> <li>• What do we need to do to keep ourselves safe?</li> <li>• What can we do if we feel unsafe?</li> <li>• Who can help you?</li> <li>• How do rules help you?</li> </ul>	<p>Discussion cards: what would you do?</p> <p>Sort – say “I’ll ask,” “I’ll tell,” “Yes” or “No.”</p>
L.O. I know how to stay safe at home.	<ul style="list-style-type: none"> <li>• Which objects in our home can be dangerous?</li> <li>• How can we keep ourselves safe at home?</li> <li>• What can other people in your home do to make it safe?</li> </ul>	<p>Round robin: groups to be timed at each table, with a “Hazards in the Home” picture on sugar paper.</p> <p>Bubble map hazards children see and what to do about them.</p> <p>Vote: Can I Drink It?</p>
L.O. I know how to stay safe outside.	<ul style="list-style-type: none"> <li>• What dangers are there outside?</li> <li>• How can we stay safe around roads?</li> </ul>	<p>Choose a Different Dangers discussion card.</p> <p>Create a safety video for others, explaining how to stay safe.</p>
L.O. I can know how to use the Internet safely.	<ul style="list-style-type: none"> <li>• What could be dangerous about being online?</li> <li>• How can we use the Internet safely?</li> <li>• What rules must we follow? Why?</li> </ul>	<p>Matching: Staying Safe Online cards.</p> <p>Match the scenario to the solution.</p>
L.O. I know how to keep my body safe.	<ul style="list-style-type: none"> <li>• What is the difference between a good secret and a bad secret?</li> <li>• What does private mean?</li> <li>• What is the underwear rule?</li> </ul>	<p>Good / bad secrets sort on slide.</p> <p>NSPCC PANTS rule</p> <p>Decorate outlines of pants and write the rule.</p>
L.O. I know who to go to if I need help.	<ul style="list-style-type: none"> <li>• Which people keep us safe?</li> <li>• How can we help the people who keep us safe?</li> </ul>	<p>Paired work:</p> <p>Play Who Am I? game with pictures of people who help us.</p>
<b>Key Vocabulary</b>		
safe unsafe danger rules	hazard Internet online trusted	touch good / bad secret underwear / pants private

**Year 2 – Summer 1  
Health and Wellbeing: Growing Up**

Learning Objective	Key Questions	Activities
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L.O. I can name male and female body parts.	<ul style="list-style-type: none"> <li>• What are the main parts of our bodies called?</li> <li>• What are the differences between male and female bodies?</li> <li>• Which parts of bodies are private?</li> <li>• What is the scientific word – the word a doctor would use?</li> </ul>	Label male and female bodies. Then design a swimsuit to cover up the private parts.
L.O. I understand how to respect people's bodies.	<ul style="list-style-type: none"> <li>• What are the rules for respecting people's bodies?</li> <li>• What should we do if these rules are broken?</li> </ul>	Is It Okay, Teddy?  Read a card and ask Teddy. If he says no, you mustn't do what you asked.
L.O. I know that stereotypes are not always true.	<ul style="list-style-type: none"> <li>• What is a stereotype?</li> <li>• Can we tell what someone will like, depending on whether they are a boy or a girl?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• How have we changed since we were babies?</li> <li>• What can we do now that we couldn't last year?</li> <li>• How do our needs change as we get older?</li> <li>• What is more important / less important to you now than when you were a baby?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What will you be able to do next year that you can't do now?</li> <li>• How will you change as you get older?</li> <li>• What differences do you notice between children and adults?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• What are some changes that can happen in people's lives?</li> <li>• How might these changes make them feel?</li> </ul>	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.
<b>Key Vocabulary</b>		
male female genitals penis	testicles vulva vagina consent	stereotype responsibility change grow

**Year 3 – Autumn 1**  
**Health and Wellbeing: Aiming High**

Learning Objective	Key Questions	Activities
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L.O. I know how my attitudes help me achieve.	<ul style="list-style-type: none"> <li>• What have you achieved and what are you proud of?</li> <li>• How did your behaviour and attitude help you achieve?</li> <li>• What do you notice about others with the same achievement?</li> </ul>	<p>Look at Achievements photo pack. What skills did these people need to achieve? What attitudes?</p> <p>Bubble map own achievements. From the achievements, map attitudes in a different colour.</p>
L.O. I can suggest actions to achieve my goals.	<ul style="list-style-type: none"> <li>• What would you like to achieve in Year 3?</li> <li>• What actions will help you achieve them?</li> <li>• How will they help you?</li> </ul>	<p>Use Achievements discussion cards.</p> <p>Group work - write short diary entry, imagining what it would feel like after you've achieved your goal.</p>
L.O. I know how a positive attitude will help me learn.	<ul style="list-style-type: none"> <li>• What behaviours can help us learn new things?</li> <li>• What can we do when we find our learning challenging?</li> </ul>	<p>Allocate "experts" to a group to tell others how to create a "chatterbox."</p> <p>Sort learning statements into those that helped you complete the chatterbox challenge and those that did not – positive and negative.</p>
L.O. I can identify the attributes needed for different jobs.	<ul style="list-style-type: none"> <li>• What kinds of jobs do people do?</li> <li>• What attributes would you need to do that job?</li> <li>• Which skills or attributes are needed in many jobs? Why do you think this is?</li> </ul>	<p>Job cards: read and play stand up / sit down when a skill is read. Emphasise how many jobs require the same skills.</p> <p>Use list of skills and job cards to write a short advert for a chosen job.</p>
L.O. I know that gender does not limit job roles.	<ul style="list-style-type: none"> <li>• Can we be anything we want to be when we grow up?</li> <li>• Does gender limit jobs we can do?</li> <li>• What attributes does someone need to do this job?</li> <li>• How have we seen that gender does not limit our job roles?</li> </ul>	<p>Quick draw: draw a nurse and a soldier without looking at anyone else's. What are stereotypes about nurses and soldiers?</p> <p>True or false quiz with statements relating to jobs on ppt.</p>
L.O. I can suggest ways of overcoming obstacles.	<ul style="list-style-type: none"> <li>• What attributes or skills do you need to do your dream job?</li> <li>• What obstacles might someone face?</li> <li>• How can they overcome these?</li> </ul>	<p>Stand up when the skill I say is needed for your dream job.</p> <p>Discussion: pick an obstacle card in pairs and suggest what someone might need to believe or develop in order to succeed.</p>
<b>Key Vocabulary</b>		
achievement attitude self-control actions	success motivate attributes gender	obstacle overcome succeed positive mindset

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

<b>Learning Objective</b>	<b>Key Questions</b>	<b>Activities</b>
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L.O. I know I can choose what happens to my body.	<ul style="list-style-type: none"> <li>Who does your body belong to?</li> <li>Does it belong to anyone else?</li> <li>What do you get to decide?</li> <li>What situations are trickier to deal with?</li> <li>How do people's ideas of comfortable touch differ?</li> </ul>	<p>Colour-code body map to indicate where you feel comfortable being touched:</p> <p><i>Green – areas you are happy for anyone to touch</i>  <i>Orange – areas that only those closest to you can touch e.g. best friends or family</i>  <i>Red – areas that are private and only for you to touch</i></p> <p>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.</p>
L.O. I know how to keep my body healthy.	<ul style="list-style-type: none"> <li>What does your body need to be healthy?</li> <li>If you eat junk food regularly, what are the effects on your body?</li> <li>What can you do to become healthier?</li> <li>How does exercise affect our bodies and minds?</li> </ul>	<p>Play Splat with healthy / non-healthy items and discuss advertisements – how we ought not to believe everything that is advertised.</p> <p>Cut and stick healthy / damaging items (for head, heart and muscles).</p>
L.O. I know why it is important to get enough sleep.	<ul style="list-style-type: none"> <li>Why is it important to get enough sleep?</li> <li>How can getting enough sleep improve our physical and mental health?</li> <li>How much sleep do children your age need?</li> <li>What happens if we don't get enough sleep?</li> </ul>	<p>Cut and stick images to show a good bedtime routine and a bad bedtime routine.</p>
L.O. I know how good hygiene helps to stop the spread of disease.	<ul style="list-style-type: none"> <li>What does good hygiene mean?</li> <li>How can we stop the spread of some diseases?</li> <li>How does good hygiene help this?</li> <li>Why else is good hygiene important?</li> </ul>	<p>Whole class – hygiene true or false quiz. Play Disease Knockout using cards, then match Beat the Disease cards, discussing how some diseases (e.g. diabetes and cancer) cannot be caught.</p>
L.O. I know how to be safe around drugs.	<ul style="list-style-type: none"> <li>What are drugs?</li> <li>How can they be harmful?</li> <li>How can they be helpful?</li> <li>How can you be safe around drugs?</li> </ul>	<p>Role-play – Emergency Situation cards.</p> <p>Find someone who can help (trusted adult) and tell them what is wrong. If someone's life is in danger, call 999.</p>
L.O. I know how to choose healthy habits.	<ul style="list-style-type: none"> <li>What is a habit?</li> <li>How can your habits affect what happens to you?</li> <li>What choices do you have?</li> <li>How can you make better, healthier choices?</li> <li>Which habits do you need to achieve your goal?</li> </ul>	<p>Bubble map – write goal in the middle and map healthy habits in green. Then add any unhelpful habits that you have in red e.g. staying up late.</p>
<b>Key Vocabulary</b>		
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
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L.O. I know how a positive attitude can influence me.	<ul style="list-style-type: none"> <li>• What is a happy mind?</li> <li>• How can we trigger our brains to release “feel-good” chemicals?</li> <li>• How do these activities help our mental health?</li> <li>• What improves your mental health?</li> </ul>	Write list poem, with every line beginning:  <i>Happiness is...</i>
L.O. I know that thoughts can affect my emotions.	<ul style="list-style-type: none"> <li>• What are helpful and unhelpful thoughts?</li> <li>• How do they affect the way we feel?</li> <li>• What emotion might this thought lead to?</li> <li>• How can we manage unhelpful thoughts?</li> </ul>	Select <u>age-appropriate</u> situations from <a href="https://media.samaritans.org/documents/Handout_-_Situation_cardspositive_thinking.pdf">https://media.samaritans.org/documents/Handout - Situation cardspositive thinking.pdf</a>  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.	<ul style="list-style-type: none"> <li>• What different types of changes might we experience?</li> <li>• Which are big / small / sudden / prepared / common / uncommon?</li> <li>• How does it feel when big changes happen in our lives?</li> <li>• Which changes cause comfortable emotions?</li> <li>• Which changes cause uncomfortable emotions?</li> <li>• How can we manage and cope with these feelings?</li> <li>• Which types of change would friends / being prepared / writing about / keeping busy / talking help with?</li> </ul>	Create a storyboard for one of the Stories of Change, ensuring that children identify how the child in the situation dealt with the change.
L.O. I can use mindfulness techniques.	<ul style="list-style-type: none"> <li>• What is mindfulness?</li> <li>• How can being mindful help us?</li> <li>• Why is it important to focus our brains on one thing sometimes?</li> </ul>	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.	<ul style="list-style-type: none"> <li>• How do uncomfortable feelings affect our behaviour?</li> <li>• When might we feel anger / anxiety / grief?</li> <li>• How does our body react to these emotions?</li> <li>• What can we do to manage these emotions?</li> </ul>	Role-play: choose Feelings Scenario Cards and role-play how you could use some of the strategies to manage the feeling e.g.  <i>Brother scribbles over picture → take a deep breath → tell him I’m upset → give him a new piece of paper.</i>
L.O. I can discuss my attitude to learning.	<ul style="list-style-type: none"> <li>• What is a positive attitude to learning?</li> <li>• In what different ways do we learn?</li> <li>• What strategies can we use when we find something challenging?</li> <li>• Which learning strategies do you use well?</li> <li>• Which do you need to work on?</li> </ul>	What kind of learner am I?  Use prompts on What Makes a Good Learner sheet and record in a “zone of relevance”: - <i>One statement I need to work on the most in the centre (red)</i> - <i>Some statements I need to work on in the middle ring (orange)</i> - <i>Some statements I am good at in the outer ring (green)</i>
<b>Key Vocabulary</b>		
mental health emotions relax mindful	anger anxiety / anxious grief jealousy	strategy chemicals challenging mistake

**Year 4 – Spring 2**  
**Health and Wellbeing: Safety First**

<b>Learning Objective</b>	<b>Key Questions</b>	<b>Activities</b>
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L.O. I can suggest ways of acting responsibly.	<ul style="list-style-type: none"> <li>As we grow older, how do we become more independent?</li> <li>What new responsibilities do we have as we get older?</li> <li>What might the consequence be of an irresponsible choice?</li> </ul>	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.
L.O. I can identify risks, hazards and dangers.	<ul style="list-style-type: none"> <li>What risks, hazards and dangers do we face in everyday life?</li> <li>What risks can have a positive outcome?</li> <li>What risks can have a negative outcome?</li> <li>What can we do in a risky situation?</li> </ul>	In pairs, play the Play it Safe board game.  Discuss why the risks and dangers could be harmful.
L.O. I can suggest ways of coping when pressured.	<ul style="list-style-type: none"> <li>How do we know if we are being pressured to do something risky or dangerous?</li> <li>What can we do if we are being pressured?</li> </ul>	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.	<ul style="list-style-type: none"> <li>What are the dangers of using roads?</li> <li>How can we use roads safely?</li> </ul>	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.	<ul style="list-style-type: none"> <li>What are drugs, cigarettes and alcohol?</li> <li>Why are they dangerous?</li> <li>How do they affect the body?</li> </ul>	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.	<ul style="list-style-type: none"> <li>What are the risks when using the Internet?</li> <li>How can we keep ourselves safe online?</li> <li>What mustn't we share online?</li> <li>Why should we limit our screen time?</li> </ul>	Watch Lucy's video (Lucy and the Boy): <a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a>  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.
<b>Key Vocabulary</b>		
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.

Learning Objective	Key Questions	Activities
L.O. I know what male and female body parts are for.	<ul style="list-style-type: none"> <li>• What are the differences between male and female bodies?</li> <li>• What does reproduction mean?</li> <li>• What are the male and female parts of the body for?</li> </ul>	<p>True or false quiz.</p> <p>In pairs, choose a true or false card when statements are read.</p>
L.O. I know how boys' bodies will change.	<ul style="list-style-type: none"> <li>• What changes happen to boys' bodies as they grow up?</li> <li>• Why do these changes happen?</li> </ul>	<p>Zig zag book.</p> <p>Stick pictures of boy → teenager → adult male drawings. Note key words on each to show the changes.</p>
L.O. I know how girls' bodies will change.	<ul style="list-style-type: none"> <li>• What changes happen to girls' bodies as they grow up?</li> <li>• Why do these changes happen?</li> </ul>	<p>Zig zag book.</p> <p>Stick pictures of girl → teenager → adult drawings. Note key words on each to show the changes.</p> <p>NB: explicit periods lesson can be taught in addition if appropriate for the cohort.</p>
L.O. I can describe the feelings people have as they grow up.	<ul style="list-style-type: none"> <li>• How do feelings change as we grow up?</li> <li>• What is a crush and how does it feel?</li> <li>• Why do feelings change?</li> <li>• How can we manage or cope with these emotions?</li> </ul>	<p>Annotate inside an outline of a rollercoaster to show changing emotions.</p> <p>Around the rollercoaster outline, suggest ways of coping with the emotions.</p>
L.O. I understand that relationships and families are all different.	<ul style="list-style-type: none"> <li>• What is a family?</li> <li>• What are loving relationships like?</li> <li>• What kind of families are there?</li> <li>• What is important in a family?</li> </ul>	<p>Design a poster to show that there can be many different types of families but they all have one thing in common – love.</p> <p>Read A Tale of Two Daddies and a Tale of Two Mummies by Vanita Oelschlager.</p>
L.O. I know how babies are made.	<ul style="list-style-type: none"> <li>• How are babies made?</li> <li>• How are babies born?</li> </ul>	<p>Complete a "My Incredible Journey" text map to show how human babies grow in the uterus.</p>
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
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<p>L.O. I understand reasons that influence people's decisions about jobs.</p>	<ul style="list-style-type: none"> <li>• What job would you like to do in the future?</li> <li>• What reasons can you think of for people choosing their jobs or careers?</li> <li>• How important is pay to you? Why might this change?</li> <li>• What strengths and qualities do people need to do that job?</li> <li>• What values do you have?</li> </ul>	<p>Provide a table with average UK salaries for a variety of jobs (some ideas on <a href="https://www.cosmopolitan.com/uk/worklife/careers/a33179/average-job-salaries-uk/">https://www.cosmopolitan.com/uk/worklife/careers/a33179/average-job-salaries-uk/</a>) 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:</p> <ul style="list-style-type: none"> <li>- Pay: they might want to earn a lot of money for their home and holidays.</li> <li>- 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.</li> <li>- Personal interests: they might be interested in historical buildings and designs.</li> <li>- 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.</li> <li>- Family: they might have a family to support so they need a well-paid job.</li> <li>- Values e.g. they might value helping others achieve their dreams.</li> </ul> <p>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.</p>			
<p>L.O. I understand how ambition contributes to success.</p>	<ul style="list-style-type: none"> <li>• What ambitions do you have?</li> <li>• How do successful learners overcome challenges?</li> <li>• How do positive learning strategies help us?</li> <li>• Which barriers can we control?</li> <li>• Which barriers are out of our control?</li> <li>• What motivates you?</li> </ul>	<p>Who Said That? activity – discuss the ambitions of the influential people who said each quote (e.g. <a href="https://www.thehenryford.org/explore/stories-of-innovation/visionaries/henry-ford/">https://www.thehenryford.org/explore/stories-of-innovation/visionaries/henry-ford/</a>) – Henry Ford – improving people's lives through transport and working for himself etc. and whether it influences you positively.</p> <p>Create a motivational quote postcard to inspire yourself to achieve your ambitions.</p>			
<p>L.O. I can identify ways of seizing opportunities.</p>	<ul style="list-style-type: none"> <li>• What kind of opportunities are available to you as you grow up?</li> <li>• How can you make the most of these opportunities?</li> <li>• What opportunities do you have right now?</li> <li>• What learning / skills / places / job opportunities do you think you will have?</li> <li>• Why should we try to seize opportunities as they arise?</li> </ul>	<p>Choose an Opportunities scenario card and write a short letter of advice to the child, giving reasons for them to take the opportunity.</p>			
<p>L.O. I can discuss equal gender opportunities.</p>	<ul style="list-style-type: none"> <li>• Can some jobs only be done by certain kinds of people?</li> <li>• Are some jobs for men and others for women?</li> <li>• How do the statistics make you feel?</li> <li>• How could stereotypes have played a part?</li> </ul>	<p>Reduce and trim both Gender Rebel cards: <a href="https://equalteach.co.uk/wp-content/uploads/GENDER-REBEL-CARDS.pdf">https://equalteach.co.uk/wp-content/uploads/GENDER-REBEL-CARDS.pdf</a>.</p> <p>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 - <a href="https://www.youtube.com/watch?v=SWqrDHOwDXo&amp;feature=youtu.be">https://www.youtube.com/watch?v=SWqrDHOwDXo&amp;feature=youtu.be</a>). 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.</p>			
<p>L.O. I can identify skills needed for innovation and enterprise.</p>	<ul style="list-style-type: none"> <li>• What skills might be needed in the world of work?</li> <li>• What is enterprise and why is it important?</li> <li>• What is innovation and why is it important?</li> <li>• What makes a team work together effectively?</li> <li>• Do you think any of these skills are more or less important than others? Why?</li> </ul>	<p>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.</p>			
<p>L.O. I know that there are a variety of routes into work.</p>	<ul style="list-style-type: none"> <li>• How do people get jobs?</li> <li>• What do they need to be able to do that job?</li> <li>• What qualifications do you need to do a particular job?</li> </ul>	<p>Explain customer, budget, advertising and profit to the children.</p> <p>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.</p> <p>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 <a href="https://nationalcareers.service.gov.uk/explore-careers">https://nationalcareers.service.gov.uk/explore-careers</a> 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.</p> <p>Discuss how different jobs have varying routes – some need degrees at university, whilst others do not etc.</p>			
<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>skill attribute learning style barrier / obstacle</p> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Key Vocabulary</b> motivation ambition success equal opportunities</p> </td> <td style="width: 33%; vertical-align: top;"> <p>gender stereotypes employer / employee qualifications / skills budget / profit</p> </td> </tr> </table>			<p>skill attribute learning style barrier / obstacle</p>	<p><b>Key Vocabulary</b> motivation ambition success equal opportunities</p>	<p>gender stereotypes employer / employee qualifications / skills budget / profit</p>
<p>skill attribute learning style barrier / obstacle</p>	<p><b>Key Vocabulary</b> motivation ambition success equal opportunities</p>	<p>gender stereotypes employer / employee qualifications / skills budget / profit</p>			

## 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.	<ul style="list-style-type: none"> <li>Why is looking after our bodies so important?</li> <li>Who is not being treated with respect?</li> <li>Why does he/she not feel safe?</li> <li>What can be done to protect the person who is being harmed?</li> <li>What rights does the person have?</li> <li>Who could help the person who is being harmed?</li> </ul>	<p>Discuss scenarios on ppt.</p> <p>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):</p> <ul style="list-style-type: none"> <li>- Who is not being treated with respect?</li> <li>- Why does he/she not feel safe?</li> <li>- What can be done to protect the person who is being harmed?</li> <li>- What rights does the person have?</li> <li>- Who could help the person who is being harmed?</li> </ul> <p>Children to read scenarios and record answers. Invite children to feedback their scenario to other groups.</p>
L.O. I understand why getting enough sleep is important.	<ul style="list-style-type: none"> <li>What are the effects of not getting enough sleep?</li> <li>Which effects are physical / mental?</li> <li>How can we sleep well?</li> </ul>	<p>Make the Right Choice quiz – tick or cross on mini-whiteboards and show.</p> <p>Give children the effects of sleep deprivation (slide 10) jumbled up. In books, children sort physical and mental effects.</p>
L.O. I understand how to take care of my changing body.	<ul style="list-style-type: none"> <li>What is puberty?</li> <li>How do our bodies change during puberty?</li> <li>How can we take care of our changing bodies?</li> </ul>	<p>Play “Healthy Habits Bingo” – read the scenarios on slides 24-25. If children have the solution on their bingo board, they cross it off.</p>
L.O. I understand what a positive body image is.	<ul style="list-style-type: none"> <li>What messages about our bodies do we get from the media?</li> <li>How can these images influence the way we think, what we feel or how we behave?</li> <li>Do these images represent everyone in society?</li> <li>Who decides what a “perfect body” is?</li> <li>What matters when we think about our bodies?</li> </ul>	<p>Group work – choose a photo from the “Body Images” and post-it answers to the following questions:</p> <ul style="list-style-type: none"> <li>- Do these pictures represent everyday people? Why?</li> <li>- How might these images put pressure on people to look or behave a certain way?</li> <li>- How might the image have been altered to make the person look more “perfect”?</li> </ul>
L.O. I know that some people’s gender identity is not their biological sex.	<ul style="list-style-type: none"> <li>What is gender?</li> <li>What is sexuality?</li> <li>How might gender stereotypes affect the way that people are treated?</li> <li>Why should we respect a person’s identity, rather than their biological sex?</li> </ul>	<p>KS2 workshop on gender - <a href="https://www.pshe-association.org.uk/metro-charity">https://www.pshe-association.org.uk/metro-charity</a>.</p> <p>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:</p> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Expression</li> <li>- Biological sex</li> <li>- Attraction</li> </ul> <p>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.</p>
L.O. I understand that mental health is as important as physical health.	<ul style="list-style-type: none"> <li>What is mental health?</li> <li>How do we know if someone feels good?</li> <li>How do we know if they don’t?</li> <li>What could help us cope or be mentally healthy?</li> </ul>	<p>KS1-2 resources – Yr5-6 – Lesson 1 – pages 3-4 (<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a>)</p> <p>Create Venn diagram of activities for health – physical, mental or both? Then invite children to highlight and colour-code those we should do:</p> <ul style="list-style-type: none"> <li>- Everyday</li> <li>- Sometimes</li> <li>- If there is a problem</li> <li>- Rarely or not at all</li> </ul> <p>Ppt. available to match the lesson: <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a></p>
<b>Key Vocabulary</b>		
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
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L.O. I understand the link between thoughts, feelings and behaviour.	<ul style="list-style-type: none"> <li>How do thoughts, feelings and behaviour influence one another?</li> <li>What impact might a negative thought have on someone's emotions and behaviour?</li> <li>Will anyone else be affected by the behaviour?</li> </ul>	<p>Paired work – use cognitive triangle scenario cards.</p> <p>Choose a scenario and record a negative thought, feeling and behaviour around a triangle. Repeat and complete for a positive thought, feeling and behaviour.</p>
L.O. I can discuss a range of emotions.	<ul style="list-style-type: none"> <li>Why might negative thoughts be unhelpful?</li> <li>What can we do to manage uncomfortable feelings?</li> <li>What is mental wellbeing?</li> <li>Who could you turn to for support with your mental wellbeing?</li> </ul>	<p>Reiterate that mental health is linked to and just as important as physical health.</p> <p>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.</p>
L.O. I know what it means to make an informed choice.	<ul style="list-style-type: none"> <li>What sorts of decisions do we have to make in life?</li> <li>How can making decisions after considering the consequences improve our mental health?</li> </ul>	<p>Use "Difficult Decisions" on slide 12. Children choose one and write it as the problem on a decision making tree.</p> <p>List possible consequences and choices for the problem. At the top of the tree, list the decision the child should make.</p>
L.O. I can use mindfulness techniques.	<ul style="list-style-type: none"> <li>What is mindfulness?</li> <li>How do we encourage positive thoughts and feelings?</li> <li>How can we be mindful in our every day lives?</li> <li>How might mindfulness improve our wellbeing?</li> </ul>	<p>Carry out Mindful Listening Meditation (use script).</p> <p>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.</p>
L.O. I can identify ways of improving wellbeing.	<ul style="list-style-type: none"> <li>What are the benefits of using social media?</li> <li>What pressures might we feel as a result of using social media?</li> <li>What activities might improve someone's wellbeing?</li> </ul>	<p><a href="https://players.brightcove.net/4934638104001/SJlzxhi_default/index.html?videoId=6126189411001">https://players.brightcove.net/4934638104001/SJlzxhi_default/index.html?videoId=6126189411001</a></p> <p>Watch video and use Social Media ppt to discuss positive online and offline actions (<a href="https://campaignresources.phe.gov.uk/schools/resources/social-media-year6-lesson-plan-pack">https://campaignresources.phe.gov.uk/schools/resources/social-media-year6-lesson-plan-pack</a>).</p> <p>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).</p>
L.O. I can explore ways of managing grief.	<ul style="list-style-type: none"> <li>Why might someone grieve?</li> <li>What thoughts might someone have when they are grieving?</li> <li>What feelings might they experience?</li> </ul>	<p>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.</p> <p><a href="http://www.childhoodbereavementnetwork.org.uk/media/103287/grief-support-for-self.pdf">http://www.childhoodbereavementnetwork.org.uk/media/103287/grief-support-for-self.pdf</a></p> <p>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).</p>

**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
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L.O. I understand how to respect my own and others' privacy online.	<ul style="list-style-type: none"> <li>• What does privacy mean?</li> <li>• How can we make sure others don't have access to our devices?</li> <li>• What is not acceptable to share online?</li> </ul>	<p>Password security check  <a href="https://howsecureismypassword.net/">https://howsecureismypassword.net/</a> - invite children to suggest passwords and discuss how to make a password stronger.</p> <p><a href="https://www.twinkl.co.uk/resource/pshe-and-citizenship-y6-safety-first-lesson-5-keep-it-safe-lesson-pack-t2-1f-606">https://www.twinkl.co.uk/resource/pshe-and-citizenship-y6-safety-first-lesson-5-keep-it-safe-lesson-pack-t2-1f-606</a> - Is It Okay? quiz. Children to show ticks or crosses on mini-whiteboards.</p> <p>Role-play: choose a Being Responsible – Staying Safe scenario card and act out what the child should do.</p>
L.O. I know that it is my own choice to accept something online.	<ul style="list-style-type: none"> <li>• What might someone contact you online?</li> <li>• How might they contact you?</li> <li>• What might they send you?</li> <li>• What messages are more appropriate to send privately?</li> <li>• What about public messages?</li> <li>• What motive might someone have for sending a private message?</li> </ul>	<p><a href="https://www.childnet.com/resources/trust-me">https://www.childnet.com/resources/trust-me</a></p> <p>Group work – diamond nine activity for most / least trustworthy links to accept.</p> <p>Independent work – public vs private (page 9). Write numbers of things that could be sent in columns.</p>
L.O. I know the dangers of sharing images online.	<ul style="list-style-type: none"> <li>• What kinds of things should we share?</li> <li>• What kinds of things do people share online?</li> <li>• Which of those is useful?</li> <li>• Which are harmful?</li> <li>• What was the impact of sharing the photo on Alex, his family and his friends?</li> <li>• What should Katie have done instead?</li> </ul>	<p>Watch NSPCC video – Alex – I Saw Your Willy:  <a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a></p> <p>Safe / respectful: in columns in books, list three ways that the children could have behaved safely and respectfully.</p>
L.O. I understand symbols for different age ratings.	<ul style="list-style-type: none"> <li>• How do people watch films?</li> <li>• Why do you think films have age ratings?</li> <li>• What is suitable for you to watch?</li> <li>• What do the symbols mean?</li> </ul>	<p><a href="https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans">https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans</a></p> <p>Lesson 1: use resources 2 and 3. Write a short explanation of what the symbols for age ratings mean. Discuss suitability of film types.</p>
L.O. I can assess the suitability of films.	<ul style="list-style-type: none"> <li>• What content is suitable for you to watch?</li> <li>• How about younger people?</li> <li>• How might this differ if you are watching a film with your family?</li> </ul>	<p><a href="https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans">https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans</a></p> <p>Group work. Lesson 1: use resources 4 and 5 to help children rate different trailers (<a href="https://www.cbbfc.co.uk/rate-trailer">https://www.cbbfc.co.uk/rate-trailer</a>).</p>
L.O. I know how to resist pressure.	<ul style="list-style-type: none"> <li>• How do different films make us feel?</li> <li>• What is important for someone to think about before they watch a film?</li> <li>• What should we do if we don't want to watch something but friends or family do?</li> </ul>	<p><a href="https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans">https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans</a></p> <p>Lesson 2: resource 2 – agree or disagree discussion.</p> <p>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.</p>
<b>Key Vocabulary</b>		
privacy access protect security	sharing respect safety motive	private public suitability age rating

**Year 6 – Summer 1**  
**Health and Wellbeing: Safety First**

<b>Learning Objective</b>	<b>Key Questions</b>	<b>Activities</b>
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L.O. I know that people become more responsible for their own safety.	<ul style="list-style-type: none"> <li>• What does it mean to take responsibility for our own safety?</li> <li>• How can we do this?</li> <li>• How can we show that we are dependable?</li> </ul>	Complete activity: responsibility crossword.
L.O. I know how to assess and manage risks in different situations.	<ul style="list-style-type: none"> <li>• How can we decide if a situation is risky or dangerous?</li> <li>• What are the possible dangers in the situation?</li> <li>• What can we do if we feel we are in a risky situation?</li> </ul>	Reduce size and print slides 13-16 for children to glue in an outline of a riskometer” – high risk or low risk.
L.O. I can identify how pressure can put me at risk.	<ul style="list-style-type: none"> <li>• Will doing something risky or dangerous make others admire us?</li> <li>• What can we do when we are under pressure to do something that makes us feel uncomfortable?</li> </ul>	Thumbs up/thumbs down activity.  Group work: children read Under Pressure 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.	<ul style="list-style-type: none"> <li>• How do we know if there is an emergency?</li> <li>• What should we do in an emergency?</li> <li>• Why is it important that you keep yourself and others safe?</li> </ul>	<a href="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/">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/</a>  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.	<ul style="list-style-type: none"> <li>• What information should you give the emergency services?</li> <li>• What might have happened to make someone unresponsive?</li> <li>• What steps must you take if you are going to give basic life support?</li> </ul>	<a href="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/">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/</a>  Basic Life Support ppt.  Watch <a href="https://www.youtube.com/watch?v=ICMhuRM0clU&amp;feature=youtu.be">https://www.youtube.com/watch?v=ICMhuRM0clU&amp;feature=youtu.be</a> and sequence the steps for CPR (A15 CPR sorting).
L.O. I know how to treat burns and scalds.	<ul style="list-style-type: none"> <li>• What might cause a burn?</li> <li>• Why is it a problem if our skin cannot function properly?</li> </ul>	<a href="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/">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/</a>  Draw a flow map to show how to treat minor burns and scalds.
<b>Key Vocabulary</b>		
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.	<ul style="list-style-type: none"> <li>What are the changes that occur in male bodies?</li> <li>What are the changes that occur in female bodies?</li> <li>What changes might children our age already be experiencing?</li> <li>What changes will happen in the future?</li> <li>How might young people feel when their bodies start to change?</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p> <p>Medway Public Health Directorate Key Stages 1 and 2 – Lesson 1.</p> <p>Page 34 – Puberty Fact or Myth card sort. Sort statements into “fact,” “myth” or “maybe”. Children to work in pairs.</p>
L.O. I can consider what I need to know about puberty.	<ul style="list-style-type: none"> <li>Which of the statements do you feel are important for you?</li> <li>Why might you need to know the other statements, even if they are not as important for you?</li> <li>What might be important at a later date?</li> <li>If someone wanted to speak to a trusted adult about puberty, what could they say?</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p> <p>Medway Public Health Directorate Key Stages 1 and 2 – Lesson 1.</p> <p>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.</p>
L.O. I can explore emotions surrounding puberty.	<ul style="list-style-type: none"> <li>What does it mean to become independent?</li> <li>How might people feel about the changes or becoming more independent?</li> <li>How can young people manage the changes?</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p> <p>Medway Public Health Directorate Key Stages 1 and 2 – Lesson 2.</p> <p>School bag stimulus – give children a copy of a bag outline with the items suggested on page 18 inside.</p> <p>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.</p>
L.O. I understand what makes a loving relationship.	<ul style="list-style-type: none"> <li>How would people in a healthy relationship be around each other or with other people?</li> <li>How would they speak to each other?</li> <li>What sorts of things would they do with each other?</li> <li>What rules might there be in the relationship?</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p> <p>Medway Public Health Directorate Key Stages 1 and 2 – Lesson 3.</p> <p>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, grandparent and grandchild).</p> <p>Children bubble map responses to the key questions, before moving to the next photo. Model use of correct terminology e.g. same sex relationship.</p>
L.O. I know that everyone has the right to be loved.	<ul style="list-style-type: none"> <li>How did the crowd react to the different types of relationships?</li> <li>How might you react?</li> <li>What do all of the loving relationships have in common?</li> <li>Why would people want to be in a loving relationship?</li> </ul>	<p>Watch “Love Has No Label” video: <a href="https://www.youtube.com/watch?v=PnDqZuGihHs">https://www.youtube.com/watch?v=PnDqZuGihHs</a></p> <p>Discuss the relationships being shown relating to sexuality, race, religion, age and disability and how everyone has the right to feel loved.</p> <p>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.</p>
L.O. I understand what a sexual relationship is and who can have one.	<ul style="list-style-type: none"> <li>What is a sexual relationship?</li> <li>What laws are there surrounding sex?</li> <li>Why do you think these laws exist?</li> <li>How can we prevent sexually transmitted infections?</li> </ul>	<p>Let's Talk About Sex Multiple Choice quiz.</p>
<b>Key Vocabulary</b>		
puberty changes male female	independence loving relationship sexual intercourse reproduction	penis / vagina erect consent 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.

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.

At Park Hill, 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.

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.

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 relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

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.

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 centred 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

### **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.

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.

### **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 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.

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 or 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 where parents and carers can withdraw are shaded in [orange](#) in the previous section of this policy. These lessons are delivered in Year 4 and Year 6.

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.

The Head Teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the Science curriculum.

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

### **Confidentiality**

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**

<b>Planning for our RHSE Lessons</b>
PSHE Association: <a href="http://www.pshe-association.org.uk/">www.pshe-association.org.uk/</a>
Key Stage 1 PSHE: <a href="http://www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe">www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe</a>

Key Stage 2 PSHE: [www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe](http://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe)

Samaritans: [www.samaritans.org/how-we-can-help/schools/deal/](http://www.samaritans.org/how-we-can-help/schools/deal/)

NSPCC: [learning.nspcc.org.uk/research-resources/schools/share-aware-teaching](http://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching)

Equaliteach: [equaliteach.co.uk/education/classroom-resources/](http://equaliteach.co.uk/education/classroom-resources/)

Childnet: [www.childnet.com/resources](http://www.childnet.com/resources)

St John Ambulance: [www.sja.org.uk/get-advice/first-aid-lesson-plans/](http://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.