



**Relationships and Sex Education  
(RSE) Policy**

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| <b>Date Approved and Minuted</b> | <b>MAT Board</b> | 16 <sup>th</sup> July 2026 |
| <b>Date of Next Review</b>       | <b>MAT Board</b> | July 2029                  |

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

This policy covers our school's approach to the teaching, planning and resourcing of Relationships and Sex Education. It was produced through consultation with pupils, parents, governors and staff members.

### **Our Christian vision**

*'Together we are a **PRECIOUS** team; We work hard to shine and gleam!'*

Inspired by the words of Malachi 3:16–17, where God describes His people as His treasured possession, we believe that every child and adult is precious, valued and loved by God.

Just as jewels are shaped, polished and made to shine, each member of our school community has unique gifts, talents and potential waiting to be discovered and developed. Our classes represent precious jewels, reminding us that every individual is different, yet equally valuable.

Through our **PRECIOUS** values, we nurture one another to flourish academically, spiritually, socially and emotionally. Working together as one team, we encourage everyone to let their light shine (Matthew 5:16), becoming the very best version of themselves and using their gifts to make a positive difference in the world.

**We undertake to follow the principles in the Church of England Charter for faith sensitive and the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health education July 2025.** Other documents that have informed this policy include the guidance document 'Deeply Christian, Serving the Common Good – The Church of England Vision for Education (2016); Statutory Inspection of Church of England and Methodist Schools – Inspection Schedule Strand 5 (2018); Sex and Relationship Education Guidance' (2000); 'The Education Act (1996); Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014); The Equalities Act (2010), and Valuing All God's Children – The Church of England's report (2017). We recognise that issues relating to human identity, sexual orientation and marriage are sensitive and important. The Church of England is exploring them through the work of 'Living in Love and Faith' commissioned by the Archbishops and due for publication in 2020.

### **1. Context**

We aim to take a faith sensitive and inclusive approach to the requirement for RSE believing it will provide pupils with the knowledge that will enable them to navigate a world in which many will try and tell them how to behave, what to think and what do. It is our hope that the RSE curriculum will provide them with the skills to communicate their own views and make their own informed decisions.

All RSE in a Church of England School should be set in a context which is consistent with the school's Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should reflect that sex is a gift from God as part of creation : a human longing for an intimate union.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Pupils are given the opportunity to explore their own attitudes, values and beliefs within the context of our Church of England school with its distinctive ethos centred in the teachings of Jesus Christ. Our hope is for each pupil from these teachings to develop a strong sense of morality which will guide their actions at the same time as exercising an understanding of the right of people to hold their own views within a framework of respect for others.

## 2. Guiding Principles for relationships, sex and health education

- Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education and schools should ensure parents are aware of sex education content within lessons in advance.
- Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
- Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

### **3. Aims and Objectives for RSE**

Our RSE programme is an integral part of our whole school PSHE education provision and our objectives are:-

- To provide an environment in which children may develop a healthy self-esteem and respect for their bodies and the bodies of others.
- Strengthened by our Christian ethos, to develop a sense of personal identity that will reflect the child's growing ability to make good choices of behaviour and lifestyle. It is our hope for each child's identity to be rooted in a deep understanding that they are loved by God and for this belief in their infinite worth to guide their decisions in life.
- To understand the nature of many types of personal relationships, including friendship, family relationships, love and conflict.
- To develop an understanding of the physical, emotional and sexual development of human beings leading to preparation for puberty.
- To provide an acceptable, accurate sexual vocabulary.
- To counter stereotypical gender attitudes.
- To develop communication skills – speaking, listening, negotiating and assertiveness.
- To provide the necessary knowledge and develop the skills required to enable children to keep themselves safe and understand that they have rights over their own body.
- To develop respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship or marriage.
- The characteristics of a healthy family life and that many families look different from their own.
- The importance of respecting others, even when they are very different from them.
- How people choose, make and maintain friendships.
- The rules and principles for keeping safe in friendships and relationships, including online

### **4. Organisation**

Our RSE programme will be planned and delivered for all year groups following the PSHE Association scheme of work (an overview of the learning in each year group can be found in Appendix 3). Our programme, appropriate for each age group, has been reviewed and adapted in consultation between teachers and parent/carers. The needs and situations of individual parents' and classes' are always taken into account.

The teaching of all RSE is set within a clear, balanced and moral framework in which pupils are encouraged to consider the importance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity.

Our RSE programme is inclusive of all learners and will be taught through a range of teaching methods and interactive activities such as question and answer boxes, problem page scenarios, story bag activities, pair and share work, circle time etc. High quality resources will support our RSE provision and this may include books, film clips, interactive

whiteboard resources etc which will be used to support and promote understanding of the key objectives.

We teach RSE through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (e.g. science ), where we feel that they contribute significantly to a child's knowledge and understanding of his, her or their own body, and how it is changing and developing. Student voice will be used to review and tailor our RSE programme to match the different needs of our pupils. There will be opportunities for children to ask questions both within the lesson and through systems where children can ask questions confidentially e.g. through a specific question box. Children's questions will be answered honestly and openly, taking into account the child's age and understanding.

### **Children with SEND**

When necessary, the curriculum will be personalised and adapted through resources, small-group support, tasks, responses or outcomes. Appropriate provision will be made for pupils with physical and sensory impairments such as using technology, alternative means of communication and multi- sensory approaches. Where necessary, extra pre-teaching will be provided at the beginning of a unit or session to support any children with less experiences, knowledge or understanding.

## **5. The Role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers therefore we consult them on a regular basis as a way of monitoring the subject. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the Relationships, Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If they feel it necessary parents have the right to withdraw their child from part or entirety of the Sex Education taught curriculum that is not part of the Science curriculum, after consultation with the Headteacher. If a parent chooses to activate this right, they would have to assure the Headteacher that their child would receive this element of their education from an alternative source. Children may not be withdrawn from the relationship **or health** element of RSE.

We work closely with parents to ensure that they are fully aware of what is being taught and as part of our whole school approach to RSE there will be annual parent information sessions where the parents will have the opportunity to view the materials and resources being used in lessons.

## **6. The role of the headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationships and sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **7. The role of Governors**

As well as fulfilling their legal obligations, our governing boards also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Foundation governors will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools. Schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. Schools should be clear when they are delivering content that reflects religious belief.

## **8. The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Visitors, professionals or parents, used as leaders of or contributors to RSE, must always abide by the school's RSE policy. They must never be left in control of a class, but must be accompanied at all times by a staff member.

## **9. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

- We will ensure a safe learning environment by agreeing ground rules as a class before the sessions take place.
- Teachers cannot offer or guarantee absolute confidentiality and pupils must be made aware of this.
- The best interests of pupils will always be maintained and they can be assured of this. If there is any possibility of abuse the school's Safeguarding and Child Protection procedure will be set in motion.
- The child will be informed first if confidentiality has to be broken and will then be supported as appropriate. Personal disclosures may take place at an inappropriate place or time. If this happens the teacher will bring the disclosure to an end as quickly as possible, but ensure that the child is spoken to again before the end of the school day in a more appropriate setting.
- Teachers will consult with the designated safeguarding lead and in his/her absence the deputy of any safeguarding or child protection concerns.

## **9. Review**

The governing body reviews our Relationships Sex Education policy on an annual basis.

## **Appendix 1: Relationships education: content to be covered by the end of primary**

*Relationships Education, Relationships and Sex Education (RSE) and Health Education  
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers  
July 2025 pp:8-12*

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

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

Curriculum content:

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

### **Caring friendships**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

## **Respectful, kind relationships**

Curriculum content:

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

## **Appendix 2: Guidance on covering LGBTQ+ topics**

*Relationships Education, Relationships and Sex Education (RSE) and Health Education  
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior  
leadership teams, and teachers  
July 2025 pp:36-37*

Your school's RSHE should cover the "facts and the law" about biological sex and gender reassignment. The guidance explains:

- This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment
- Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity

Your school should not:

- Use materials that use cartoons or diagrams that oversimplify gender identity, or perpetuate stereotypes
- Endorse any particular view or teach it as fact, e.g. you shouldn't teach as fact that all people have a gender identity
- Suggest that social transition is a simple solution to feelings of distress or discomfort

Primary schools should:

- Teach about healthy loving relationships and include same-sex parents/carers when discussing families





## Appendix 3 – Long Term Overview – PSHE and RSHE



|      | YEAR A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| EYFS | <p>Autumn 1</p> <p>All About Me, My Wishes and Dreams</p> <ul style="list-style-type: none"> <li>I know how to describe and show friendly behaviour.</li> <li>I know how to take turns with my friends.</li> <li>I understand the need for rules and show how I can follow them.</li> <li>I know the effect my behaviour has on others.</li> <li>I know how to encourage others to follow the rules too.</li> <li>I know that friendships can make me feel happy. *</li> <li>I know some ways I can make new friends feel welcome. *</li> <li>I know that families are all different. *</li> <li>I know that families help each other. *</li> </ul> <p>Autumn 2</p> <p>Celebrations and Festivals-A World of Colour</p> <ul style="list-style-type: none"> <li>I know the importance of saying sorry and forgiveness. *</li> <li>I know that arguing with friends and then making up can make friendships stronger. *</li> </ul> | <p>Spring 1</p> <p>Superheroes/ People Who Help Us</p> <ul style="list-style-type: none"> <li>I know that I need to work towards a simple goal.</li> <li>I know that sometimes I have to wait for what I want.</li> <li>I am confident to share my own ideas and interests.</li> <li>I know how to show respect to others during 'Follow me Friday' activities.</li> <li>I know and can talk about the different factors that support my health and wellbeing.</li> <li>I know the importance of brushing my teeth.</li> </ul> <p>Spring 2</p> <p>Once Upon a Time, Spring and Easter</p> <ul style="list-style-type: none"> <li>I am confident to share my own ideas and interests.</li> <li>I know how to show respect to others during 'Follow me Friday' activities.</li> <li>I know that some things can be challenging and understand the importance of not giving up.</li> <li>I know how to do some things without help.</li> </ul> | <p>Summer 1</p> <p>Growing, Lifecycles and In the Garden</p> <ul style="list-style-type: none"> <li>I know how to care for caterpillars and other wildlife.</li> <li>I know that my actions can affect the feelings of others.</li> <li>I know right from wrong and that there are consequences to my actions.</li> <li>I can explain the reason for rules to others.</li> <li>I know that eating healthy food has a positive impact on my body and mind.</li> <li>I know which foods I should eat often and which foods I shouldn't eat so much of.</li> <li>I can describe a balanced meal.</li> </ul> <p>Summer 2</p> <p>Oh I Do Like to be Beside the Seaside!</p> <ul style="list-style-type: none"> <li>I understand the impact of pollution and what I can do to help.</li> <li>I can say what I like and dislike and why.</li> <li>I can talk about something I have achieved over the last year that I am proud of.</li> <li>I can set myself goals for Year 1.</li> <li>I know how to take turns with others.</li> <li>I know how to consider the opinion of others when reaching a decision.</li> </ul> |

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|     | <ul style="list-style-type: none"> <li>I know ways to resolve conflicts using kind words and kind hands and feet.</li> <li>*</li> <li>I know how to stay safe around fire and what to do in an emergency involving fire.</li> <li>I know how to be respectful about how people celebrate things in different ways.</li> <li>I know that friends can help each other.</li> <li>I can name the different emotions that I feel and understand that they can change throughout the day.</li> <li>I know how to work as part of a team.</li> <li></li> </ul>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>I know that things don't always go my way.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| KS1 | <p>Autumn 1</p> <p><b>Making Friends: playing and learning together</b></p> <ul style="list-style-type: none"> <li>Know what friendship is and what makes a good friend</li> <li>Learn how people make friends and how to be kind and caring in friendships</li> <li>Understand that friends can argue, and they can also make up; consider simple, positive ways to resolve arguments</li> <li>Know how to ask for help if a friendship is making them unhappy.</li> <li>Learn what makes them unique and special</li> <li>Respect differences between themselves and others e.g. different likes and dislikes</li> <li>Learn how to play cooperatively, take turns and include others</li> <li>Consider kind and unkind behaviour, when to ask/be asked for permission and how to recognise bullying</li> </ul> | <p>Spring 1</p> <p><b>Mental Health and Wellbeing</b></p> <p>All pupils will:</p> <ul style="list-style-type: none"> <li>Recognise, name and describe a range of feelings in themselves and others</li> <li>Know that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well</li> <li>Know how feelings can affect people in their bodies and their behaviour.</li> <li>Know ways to manage strong feelings and the importance of sharing feelings with someone we trust.</li> <li>Consider simple strategies to manage distractions and feelings</li> <li>Know what helps to make us feel good, or better if not feeling good.</li> <li>To recognise when they might need help with feelings and how to ask for help when they need it</li> </ul> <p>Year 2 Pupils will also:</p> <ul style="list-style-type: none"> <li>Learn about different kinds of change and loss, how change and loss can affect people and who can help</li> </ul> | <p>Summer 1</p> <p><b>Money and Work</b></p> <ul style="list-style-type: none"> <li>Know that everyone has different strengths and interests; identify what they enjoy, are good at or feel proud of</li> <li>Know that people can earn money to pay for things by having a job</li> <li>Learn about the different jobs people do, including roles and responsibilities people have within their community</li> <li>Consider some of the strengths and interests someone might need to do different jobs</li> <li>Know what money is, how people get money, and what it is used for</li> <li>Learn that money needs to be looked after, different ways of doing this and different ways of paying for things</li> <li>Learn that money can be saved or spent and the differences between wants and needs; people may not always be able to have the things they want</li> </ul> <p>Summer 2</p> |

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|      | <p><b>Autumn 2</b><br/><b>Celebrating me, you and our families</b></p> <ul style="list-style-type: none"> <li>Know that family is one of the groups they belong to, as well as school. Friends and clubs etc. Know about the different people in their family/those that love and care for them.</li> <li>Understand what family members (special people) do to make them feel loved and cared for. Know there are different types of families.</li> <li>Know that it is important to tell someone if something about their family makes them unhappy or worried.</li> </ul>                                                                                                                                                                  | <p><b>Spring 2</b><br/><b>Safety at Home</b></p> <ul style="list-style-type: none"> <li>Learn about people who help us stay healthy and who can help if feeling unwell or hurt</li> <li>Know what rules are, some basic safety rules and how different rules can help people to stay safe in different situations</li> <li>Know how to recognise potentially harmful and hazardous situations in everyday life, including at home</li> <li>Learn about people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency</li> <li>Learn that medicines can help people to stay healthy or feel better if they are unwell</li> <li>Know that some things that go into our bodies can be harmful and how we might know if something is harmful</li> <li>Recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; know what to do and who to tell if they think they are at risk</li> </ul> | <p><b>Year 1 – Growing and Caring for Ourselves</b><br/>at babies need care and support *<br/>at older children can do more by themselves. * (KS1 and caring for Ourselves CWP Lesson 2)</p> <p><b>Year 2 – Me, my body and staying safe</b></p> <ul style="list-style-type: none"> <li>Know about growing and changing from young to old and how people's needs change</li> <li>Know that everyone's body belongs to them</li> <li>Recognise safe and unsafe touch<br/>Know that some parts of the body are private and be able to name these private parts of the body (KS1 Naming Body Parts CWP Lesson)</li> <li>Know how to identify a trusted adult and what to do if they feel unsafe or worried (including NSPCC PANTS rule) (NSPCC: Talk Pants Year 2 Unit)</li> </ul> <p><b>Looking Back and Moving On</b></p> <ul style="list-style-type: none"> <li>Prepare to move to a new year group or class</li> <li>Consider how to manage feelings during times of change</li> </ul> |
| LKS2 | <p><b>Autumn 1</b><br/><b>Me, My Friends and Belonging</b></p> <ul style="list-style-type: none"> <li>Learn about the importance of friendships and what makes a positive, healthy friendship</li> <li>Develop skills for building caring, kind friendships and recognise that everyone can have more than one friend – safe friendships make people feel included, safe and happy</li> <li>Develop strategies for recognising and managing peer influence</li> <li>Understand that friendships can have ups and downs but working through difficulties can strengthen friendships</li> <li>Know how to recognise if a friendship is making them feel unhappy, unsafe or uncomfortable, how to manage this and how to ask for help</li> </ul> | <p><b>Spring 1</b><br/><b>Building Healthy Habits</b></p> <ul style="list-style-type: none"> <li>Know how to maintain good oral hygiene</li> <li>Learn about the roles of adults and medical professionals in supporting their health and who to talk to if worried</li> <li>Learn what good physical health means and the characteristics of a balanced, healthy lifestyle</li> </ul> <p><b>Spring 2</b><br/><b>Mental Health and Wellbeing</b></p> <p>All pupils will:</p> <ul style="list-style-type: none"> <li>Learn about the importance of taking care of mental health and wellbeing as well as physical health</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Summer 1</b><br/><b>Families and Growing Together</b></p> <ul style="list-style-type: none"> <li>Learn how and why families differ</li> <li>Know that families should provide love, care, protection and safety for children as they grow up</li> <li>Learn about committed, stable relationships, including marriage and civil partnerships</li> <li>Know there are different types of relationships (e.g. friendships, family and romantic relationships)</li> <li>Consider that families can go through changes and experience difficult times</li> <li>Know what to do and who to talk to if someone is worried about their family or feels unsafe</li> </ul> <p>(KS2 Valuing Difference and Keeping Safe Lessons)</p> <p><b>Summer 2</b><br/><b>Me, My Body and Growing Up</b></p> <p>All pupils will:</p>                                                                                                                                                                   |

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|  | <ul style="list-style-type: none"> <li>Know the importance of seeking help and support if feeling lonely or excluded</li> </ul> <p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;"><b>What makes a community?</b></p> <ul style="list-style-type: none"> <li>Know they belong to different groups and communities e.g. Faith, clubs etc.</li> <li>Understand what is meant by a diverse community; how different groups make up the wider/local community around school.</li> <li>Understand how a community helps everyone feel included and value the different contributions that people make.</li> <li>Know how to be respectful towards people who may live differently to them.</li> </ul> | <ul style="list-style-type: none"> <li>Identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time</li> <li>Consider how feelings can impact people's behaviour and how they respond; develop skills in managing strong emotions, reactivity and responses</li> <li>Understand that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; consider the benefits of talking to someone; when, why and how to seek help and who they can speak to at home and at school</li> <li>Know how to direct attention and manage distractions</li> <li>Develop self-regulation strategies and know how to use them</li> <li>Learn about change, loss and grief, including bereavement; know that people feel, express, and manage grief in different ways; develop strategies that can help with change, grief and loss</li> </ul> | <ul style="list-style-type: none"> <li>Learn the difference between public and private and how to identify acceptable/appropriate physical contact and how to identify and respond to inappropriate or unwanted physical contact * (KS2 Valuing Difference and Keeping Safe Lesson 2)</li> <li>Recognise pressure from others to do something that is unsafe or makes them feel uncomfortable and strategies for managing that</li> <li>Know that some relationships can be harmful, dangerous or abusive and how to recognise and report abuse</li> <li>Learn how to identify trusted adults and other trusted sources of support and advice, in different contexts</li> <li>Learn the difference between public and private and how to identify acceptable/appropriate physical contact and how to identify and respond to inappropriate or unwanted physical contact</li> <li>Recognise pressure from others to do something that is unsafe or makes them feel uncomfortable and strategies for managing that</li> <li>Know that some relationships can be harmful, dangerous or abusive and how to recognise and report abuse</li> <li>Learn how to identify trusted adults and other trusted sources of support and advice, in different contexts</li> </ul> <p><b>Year 3 Pupils will:</b></p> <ul style="list-style-type: none"> <li>Know and respect the body differences between ourselves and others and name males and female body parts. * (KS2 Valuing Difference and Keeping Safe Lesson 1)</li> </ul> <p><b>Year 4 Pupils will:</b></p> <ul style="list-style-type: none"> <li>Know and name external and internal male and female body parts</li> <li>Learn about the emotional and physical changes that occur during puberty in both males and females including the menstrual cycle</li> </ul> <p style="text-align: center;"><b>Looking Back and Moving On</b></p> |
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| UKS2 | <p><b>Autumn 1</b></p> <p><b>Friendships, stereotypes and bullying</b></p> <ul style="list-style-type: none"> <li>Understand the shared responsibilities everyone has to take care for other people and living things; know how to show respect, care and concern for others</li> <li>Learn about diversity, personal identity and self-respect; what contributes to who someone is, the benefits of living in a diverse community and that everyone should be treated with respect</li> <li>Learn how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling</li> <li>Learn about different types of bullying, its influences and impact</li> <li>Know what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; develop strategies for challenging stereotypes</li> <li>Consider how people choose and make friends</li> <li>Know that healthy friendships are not controlling or possessive, that everyone can have more than one friend</li> <li>Know that healthy friendships make people feel included, safe and happy and how to recognise when they or others feel lonely or excluded; develop strategies to include others and seek support if feeling lonely or excluded</li> <li>Develop strategies for recognising and managing peer influence and the desire for peer approval in friendships</li> </ul> | <p><b>Spring 1</b></p> <p><b>Positively Engaging with Our World</b></p> <ul style="list-style-type: none"> <li>Know the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others</li> <li>Know that different cultures can use different customs and behaviours to show courtesy</li> <li>Learn to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own</li> <li>How text and images in the media and online can be manipulated or fabricated; develop strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation and fake news</li> <li>Know how the media, including online experiences, can affect people's wellbeing- their thoughts, feelings and actions.</li> <li>Develop strategies to manage feelings about the news and understand that the news is targeted</li> <li>learn how connecting to nature, and using other strategies, can help our wellbeing</li> <li>learn about actions that people can take to help look after the environment</li> <li>learn about the importance of community and working together to look after nature and our local environment (Climate Change – empathy and agency KS2)</li> </ul> | <p><b>Summer 1</b></p> <p><b>Drug Education: assessing risk and managing influences</b></p> <ul style="list-style-type: none"> <li>Learn the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine, over-the-counter and prescription medicines)</li> <li>Know how when used responsibly medicines contribute to health</li> <li>Recognise there are laws surrounding the use of legal drugs and some drugs are illegal to use and give to others</li> <li>Consider what can influence people to use and not use drugs</li> <li>Know who they can talk to if they are worried about people they know</li> </ul> <p><b>Summer 2</b></p> <p><b>Respecting Boundaries, Changes in Puberty and Sex Education</b></p> <p>All pupils will:</p> <ul style="list-style-type: none"> <li>Understand how growing up and becoming more independent comes with increased opportunities and responsibilities.</li> <li>Learn about seeking and giving permission (consent) in different situations with friends, peers and adults</li> <li>Know what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others boundaries</li> <li>Learn the difference between public and private and how to identify acceptable/appropriate physical contact and how to identify and respond to inappropriate or unwanted physical contact</li> </ul> |

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|  | <p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;"><b>Managing Money and Spending</b></p> <ul style="list-style-type: none"> <li>• Know how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing</li> <li>• Know that people have different attitudes to saving and spending money and what influences these decisions</li> <li>• Consider how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to</li> <li>• Know that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)</li> <li>• Know different ways to keep track of money, including in a bank account and the advantages and disadvantages of different ways of paying for things</li> </ul> |  | <ul style="list-style-type: none"> <li>• Learn how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep</li> <li>• Know why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection.</li> </ul> <p>Year 5 pupils will:</p> <ul style="list-style-type: none"> <li>• Explain the main physical and emotional changes that happen during puberty. *</li> <li>• Ask questions about puberty with confidence. *</li> <li>• Understand how puberty affects the reproductive organs. *</li> <li>• Describe what happens during the menstruation and sperm production. *</li> <li>• Explain how to keep clean during puberty* Explain how emotions/relationships change during puberty. *</li> </ul> <p>Year 6 Pupils will:</p> <ul style="list-style-type: none"> <li>• Describe how and why the body changes during puberty in preparation for reproduction. *</li> <li>• Talk about puberty and reproduction with confidence. *</li> <li>• Know about the decisions that have to be made before having children. *</li> <li>• Understand basic facts about conception and pregnancy. *</li> <li>• Know that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or of a different sex to them</li> </ul> <p style="text-align: center;"><b>Looking Back and Moving On</b></p> <ul style="list-style-type: none"> <li>• Know how to manage change including moving to secondary school; how to ask for support and know where to seek further information regarding growing up and changing.</li> </ul> |
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|      | YEAR B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| EYFS | <p>Autumn 1</p> <p>All About Me, My Wishes and Dreams</p> <ul style="list-style-type: none"> <li>• I know how to describe and show friendly behaviour.</li> <li>• I know how to take turns with my friends.</li> <li>• I understand the need for rules and show how I can follow them.</li> <li>• I know the effect my behaviour has on others.</li> <li>• I know how to encourage others to follow the rules too.</li> <li>• I know that friendships can make me feel happy. *</li> <li>• I know some ways I can make new friends feel welcome. *</li> <li>• I know that families are all different. *</li> <li>• I know that families help each other. *</li> </ul> <p>Autumn 2</p> <p>Celebrations and Festivals-A World of Colour</p> <ul style="list-style-type: none"> <li>• I know the importance of saying sorry and forgiveness. *</li> <li>• I know that arguing with friends and then making up can make friendships stronger. *</li> <li>• I know ways to resolve conflicts using kind words and kind hands and feet. *</li> </ul> | <p>Spring 1</p> <p>Superheroes/ People Who Help Us</p> <ul style="list-style-type: none"> <li>• I know that I need to work towards a simple goal.</li> <li>• I know that sometimes I have to wait for what I want.</li> <li>• I am confident to share my own ideas and interests.</li> <li>• I know how to show respect to others during 'Follow me Friday' activities.</li> <li>• I know and can talk about the different factors that support my health and wellbeing.</li> <li>• I know the importance of brushing my teeth.</li> </ul> <p>Spring 2</p> <p>Once Upon a Time, Spring and Easter</p> <ul style="list-style-type: none"> <li>• I am confident to share my own ideas and interests.</li> <li>• I know how to show respect to others during 'Follow me Friday' activities.</li> <li>• I know that some things can be challenging and understand the importance of not giving up.</li> </ul> <p>I know how to do some things without help.</p> | <p>Summer 1</p> <p>Growing, Lifecycles and In the Garden</p> <ul style="list-style-type: none"> <li>• I know how to care for caterpillars and other wildlife.</li> <li>• I know that my actions can affect the feelings of others.</li> <li>• I know right from wrong and that there are consequences to my actions.</li> <li>• I can explain the reason for rules to others.</li> <li>• I know that eating healthy food has a positive impact on my body and mind.</li> <li>• I know which foods I should eat often and which foods I shouldn't eat so much of.</li> <li>• I can describe a balanced meal.</li> </ul> <p>Summer 2</p> <p>Oh I Do Like to be Beside the Seaside!</p> <ul style="list-style-type: none"> <li>• I understand the impact of pollution and what I can do to help.</li> <li>• I can say what I like and dislike and why.</li> <li>• I can talk about something I have achieved over the last year that I am proud of.</li> <li>• I can set myself goals for Year 1.</li> <li>• I know how to take turns with others.</li> <li>• I know how to consider the opinion of others when reaching a decision.</li> <li>• I know that things don't always go my way.</li> </ul> |

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|     | <ul style="list-style-type: none"> <li>I know how to stay safe around fire and what to do in an emergency involving fire.</li> <li>I know how to be respectful about how people celebrate things in different ways.</li> <li>I know that friends can help each other.</li> <li>I can name the different emotions that I feel and understand that they can change throughout the day.</li> <li>I know how to work as part of a team.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| KS1 | <p>Autumn 1</p> <p><b>How can we look after each other and the world?</b></p> <ul style="list-style-type: none"> <li>Know how any unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively (Showing kindness to ourselves and others Year 1 Unit)</li> <li>Know the responsibilities they have in and out of the classroom.</li> <li>Understand how people and animals need to be looked after and cared for.</li> <li>Understand what can harm the local and global environment</li> <li>Know how they and others can help care for the environment. (Environment Agency: Caring for the environment Year 2 Unit)</li> </ul> <p>Autumn 2</p> <p><b>What is bullying?</b></p> <ul style="list-style-type: none"> <li>Recognise, name and describe a range of feelings in themselves and others</li> <li>Know that being aware of their thoughts and feelings can help someone to manage them</li> </ul> | <p>Spring 1</p> <p><b>Keeping Safe Outside the Home</b></p> <ul style="list-style-type: none"> <li>Know what rules are, some basic safety rules and how different rules can help people to stay safe in different situations</li> <li>Know how to recognise potentially harmful and hazardous situations in everyday life</li> <li>Learn ways to keep safe when out and about e.g. near railways, on the street and in busy places</li> <li>Know how to cross the road safely with adult support</li> <li>Know how to keep safe around water, using the water safety code</li> <li>Learn about the people whose job it is to help keep children safe and to distinguish between trusted adults who are familiar to them, adults they recognise in the community and adults they don't know</li> <li>Know how to get help from an adult if there is an accident or emergency including how to dial 999 (including from a locked mobile phone) and what to say</li> </ul> <p>Spring 2</p> <p><b>Keeping Safe Online</b></p> <ul style="list-style-type: none"> <li>Know different ways people use the internet in everyday life</li> </ul> | <p>Summer 1</p> <p><b>Being Healthy</b></p> <p>Learn what being healthy means including:</p> <ul style="list-style-type: none"> <li>Physical health and being physically active every day</li> <li>Keeping healthy with food and drink including where foods come from, sharing food together at mealtimes and special occasions, how to make healthy choices and who can help them</li> <li>Keeping safe and well in the sun</li> <li>Why sleep is important, bedtime routines and ways to rest and relax</li> <li>Simple hygiene routines that can stop germs from spreading</li> <li>How to brush their teeth correctly, visiting the dentists and how food and drink can affect dental health</li> </ul> <p>Summer 2</p> <p><b>Year 1 – Growing and Caring for Ourselves</b></p> <p>at babies need care and support *<br/>at older children can do more by themselves. * (KS1 and caring for Ourselves CWP Lesson 2)</p> |

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|      | <p>and is an important part of keeping healthy and well</p> <ul style="list-style-type: none"> <li>Know how feelings can affect people in their bodies and their behaviour.</li> <li>Know how <b>words and actions</b> affect how <b>people feel</b>.</li> <li>Understand why name calling, hurtful teasing, bullying and deliberately excluding others in unacceptable.</li> <li>Know how to respond if this happens in different situations.</li> <li>Know how to report bullying or other hurtful behaviour, including online.</li> </ul> <p>(Link to National Anti-Bullying Week, November)</p>                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Understand that not everything on the internet is true or real</li> <li>Learn how the internet and digital devices can be used to safely and respectfully communicate with others</li> <li>Understand that it is important to be kind online and that sometimes people can behave differently online, including pretending to be someone they are not or saying things that aren't true</li> <li>Know basic rules to keep safe online</li> <li>Consider some benefits and risks of watching videos or playing games online</li> <li>Know how to tell a trusted adult if they are worried about something online</li> </ul>                                                                                                                                                                                                                                                                                                                    | <p><b>Year 2 – Me, my body and staying safe</b></p> <ul style="list-style-type: none"> <li>Know about growing and changing from young to old and how people's needs change</li> <li>Know that everyone's body belongs to them</li> <li>Recognise safe and unsafe touch</li> </ul> <p>Know that some parts of the body are private and be able to name these private parts of the body (KS1 Naming Body Parts CWP Lesson)</p> <ul style="list-style-type: none"> <li>Know how to identify a trusted adult and what to do if they feel unsafe or worried (including NSPCC PANTS rule) (NSPCC: Talk Pants Year 2 Unit)</li> </ul> <p><b>Looking Back and Moving On</b></p> <ul style="list-style-type: none"> <li>Prepare to move to a new year group or class</li> <li>Consider how to manage feelings during times of change</li> </ul>                                  |
| LKS2 | <p><b>Autumn 1</b></p> <p><b>Forming Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>Know the importance of friendships and that positive friendships support wellbeing</li> <li>Recognise what constitutes a positive, healthy friendship</li> <li>Consider how people choose and make friends and develop skills for building caring, kind friendships</li> <li>Know that healthy friendships are not controlling or possessive and that everyone can have more than one friend</li> <li>Know that friendships can have ups and downs and can change over time and that working through differences can strengthen friendships; identify ways to reconcile differences and conflict positively and safely</li> <li>Know how to recognise if a friendship is making them feel unsafe, unhappy or uncomfortable, how to manage this and ask for help</li> </ul> | <p><b>Spring 1</b></p> <p><b>Money Matters and News Literacy</b></p> <ul style="list-style-type: none"> <li>Consider how to manage emotional responses to events outside of their control e.g. climate change or distressing events</li> <li>Recognise how text and images in the media and online can be manipulated or fabricated; develop strategies to engage critically with what they see, read or hear online and identify misinformation and disinformation</li> <li>Consider how someone's online behaviour can affect other people and the importance of maintaining positive, kind and respectful communication online, including when anonymous</li> <li>Know the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online and when, why and how to report concerns online</li> <li>Learn that people have different attitudes towards saving and spending and what influences peoples' decisions</li> </ul> | <p><b>Summer 1</b></p> <p><b>Keeping Safe out and about and Looking out for each other</b></p> <ul style="list-style-type: none"> <li>Know when and how to make a clear and efficient call to the emergency services</li> <li>Learn what is meant by basic first aid and basic techniques for dealing with common injuries</li> </ul> <p><b>Summer 2</b></p> <p><b>Me, My Body and Growing Up</b></p> <p>All pupils will:</p> <ul style="list-style-type: none"> <li>Learn the difference between public and private and how to identify acceptable/appropriate physical contact and how to identify and respond to inappropriate or unwanted physical contact * (KS2 Valuing Difference and Keeping Safe Lesson 2)</li> <li>Recognise pressure from others to do something that is unsafe or makes them feel uncomfortable and strategies for managing that</li> </ul> |

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|      | <ul style="list-style-type: none"> <li>Learn about diversity, personal identity and self-respect</li> <li>Know how courtesy and manners can be used to show respect</li> <li>Learn about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline including how to report and seek help for themselves</li> </ul> <p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;"><b>Making Choices Online</b></p> <ul style="list-style-type: none"> <li>Know ways in which the internet can be used both positively and negatively as part of daily life</li> <li>Learn about their rights and responsibilities online and in relation to sharing personal data, privacy and consent</li> <li>Learn how content on the internet is ranked and targeted at specific individuals and groups and how to make safe, reliable choices about search results or the content they see</li> <li>Understand reasons for following rules and age restrictions and how these help promote personal safety and wellbeing</li> <li>Know the benefits of limiting time spent online and choosing online activities carefully</li> <li>Know where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen online</li> <li>Develop strategies for managing peer influence on their online behaviour, the importance of not pressuring others, and how to resist pressure from others to share personal information or images online</li> </ul> <p>(Link to National Anti-Bullying Week, November)</p> | <ul style="list-style-type: none"> <li>Learn different ways to keep track of money and how to keep money safe at home, outside the home and in a bank account</li> <li>Consider the advantages and disadvantages of different ways of paying for things</li> </ul> <p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><b>Exploring Ways to Manage Risk</b></p> <ul style="list-style-type: none"> <li>Learn strategies for recognising and managing peer influence and the desire for peer approval in friendships</li> <li>Learn about the role of rules and laws in keeping people safe</li> <li>Learn about hazards that may cause harm or injury in the home e.g. fire risk; how to keep themselves safe, including around electrical appliances</li> <li>Know how to predict, assess and manage risk in different situations</li> <li>Learn strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety)</li> <li>Learn the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine, over-the-counter and prescription medicines)</li> <li>Know how when used responsibly medicines contribute to health</li> <li>Recognise there are laws surrounding the use of legal drugs and some drugs are illegal to use and give to others</li> <li>Consider what can influence people to use and not use drugs</li> <li>Know who they can talk to if they are worried about people they know</li> </ul> | <ul style="list-style-type: none"> <li>Know that some relationships can be harmful, dangerous or abusive and how to recognise and report abuse</li> <li>Learn how to identify trusted adults and other trusted sources of support and advice, in different contexts</li> <li>Learn the difference between public and private and how to identify acceptable/appropriate physical contact and how to identify and respond to inappropriate or unwanted physical contact</li> <li>Recognise pressure from others to do something that is unsafe or makes them feel uncomfortable and strategies for managing that</li> <li>Know that some relationships can be harmful, dangerous or abusive and how to recognise and report abuse</li> <li>Learn how to identify trusted adults and other trusted sources of support and advice, in different contexts</li> </ul> <p><b>Year 3 Pupils will:</b></p> <ul style="list-style-type: none"> <li>Know and respect the body differences between ourselves and others and name males and female body parts. * (KS2 Valuing Difference and Keeping Safe Lesson 1)</li> </ul> <p><b>Year 4 Pupils will:</b></p> <ul style="list-style-type: none"> <li>Know and name external and internal male and female body parts</li> <li>Learn about the emotional and physical changes that occur during puberty in both males and females including the menstrual cycle</li> </ul> <p style="text-align: center;"><b>Looking Back and Moving On</b></p> <ul style="list-style-type: none"> <li>Prepare to move to a new year group or class</li> <li>Consider how to manage feelings during times of change</li> </ul> |
| UKS2 | <b>Autumn 1</b><br><b>Mental Health and Wellbeing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Spring 1</b><br><b>Embedding Healthy Habits and Learning First Aid</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Summer 1</b><br><b>Understanding AI</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|  | <ul style="list-style-type: none"> <li>• Know how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time</li> <li>• Learn that when someone practices self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively</li> <li>• Learn that if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing, this can be a sign of a mental health difficulty, and there is support available to help people manage this</li> <li>• Learn about change, loss and grief, including bereavement; that people manage grief in different ways; strategies that can help with change, loss and grief.</li> </ul> <p style="text-align: center;"><b>Autumn 2</b><br/><b>Safe Connections</b></p> <ul style="list-style-type: none"> <li>• Know why and how to use privacy and location settings to protect information</li> <li>• Consider the similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling</li> <li>• Learn about why someone may behave differently online, including pretending to be someone they are not; develop and learn strategies for evaluating online relationships, recognising risks, harmful content and contact; know how to report concerns to trusted adults and reliable sources of support</li> <li>• Know how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable</li> </ul> <p>(Link to National Anti-Bullying Week, November)</p> | <ul style="list-style-type: none"> <li>• Learn about the benefits and risks of sun exposure; how to keep safe and well in the sun and cool during heatwaves</li> <li>• Know the benefits of regular physical activity for mental and physical health and wellbeing</li> <li>• Know what is meant by basic first aid and basic techniques for dealing with common injuries (e.g. burns, bruises, bleeds, scalds)</li> <li>• Know how medicines, when used responsibly, contribute to health and ways to manage common health conditions such as allergies and asthma</li> <li>• Identify and build skills that might help them in their future careers</li> </ul> <p style="text-align: center;"><b>Spring 2</b><br/><b>Looking to the future</b></p> <ul style="list-style-type: none"> <li>• Recognise their own achievements and personal strengths; how to set targets and achieve their goals</li> <li>• Identify and build skills that might help them in the future</li> <li>• Know that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career</li> <li>• Learn that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways</li> <li>• Know how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career</li> <li>• Learn that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>• Learn that there are different routes into careers (e.g. college, apprenticeship, university)</li> <li>• Learn about the kind of job that they might like to do when they are older, whilst recognising that they may do</li> </ul> | <ul style="list-style-type: none"> <li>• Learn what AI is (including generative AI) and where it might be encountered in everyday life</li> <li>• Know how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing</li> <li>• Know how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation including deep fakes</li> <li>• Consider the ethics of AI images</li> </ul> <p style="text-align: center;"><b>Summer 2</b><br/><b>Respecting Boundaries, Changes in Puberty and Sex Education</b></p> <p>All pupils will:</p> <ul style="list-style-type: none"> <li>• Understand how growing up and becoming more independent comes with increased opportunities and responsibilities.</li> <li>• Learn about seeking and giving permission (consent) in different situations with friends, peers and adults</li> <li>• Know what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others boundaries</li> <li>• Learn the difference between public and private and how to identify acceptable/appropriate physical contact and how to identify and respond to inappropriate or unwanted physical contact</li> <li>• Learn how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep</li> <li>• Know why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection.</li> </ul> <p>Year 5 pupils will:</p> |
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|  |  | <p>a job that does not yet exist, due to societal, environmental and technological changes</p> | <ul style="list-style-type: none"> <li>• Explain the main physical and emotional changes that happen during puberty. *</li> <li>• Ask questions about puberty with confidence. *</li> <li>• Understand how puberty affects the reproductive organs. *</li> <li>• Describe what happens during the menstruation and sperm production. *</li> <li>• Explain how to keep clean during puberty* Explain how emotions/relationships change during puberty. *</li> </ul> <p>Year 6 Pupils will:</p> <ul style="list-style-type: none"> <li>• Describe how and why the body changes during puberty in preparation for reproduction. *</li> <li>• Talk about puberty and reproduction with confidence. *</li> <li>• Know about the decisions that have to be made before having children. *</li> <li>• Understand basic facts about conception and pregnancy. *</li> <li>• Know that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or of a different sex to them</li> </ul> <p><b>Looking Back and Moving On</b></p> <ul style="list-style-type: none"> <li>• Know how to manage change including moving to secondary school; how to ask for support and know where to seek further information regarding growing up and changing.</li> </ul> |
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