



# **Great Waltham C of E Primary School**

## **RSE Policy**

<b>Approved by:</b>	FGB
<b>Last reviewed on:</b>	November 2023
<b>Next review due by:</b>	November 2025

### **1. Aims**

As a Church of England School, we are committed to the spiritual, moral, social and cultural development of all children, as well as having a robust approach to safeguarding. High-quality RSE is crucial to both of these. Through RSE, children will learn a moral code which they can use as they grow and develop through puberty, and they will also be able to think critically about safe and unsafe relationships and experiences, empowering them to take action when needed.

The aims of relationships and sex education (RSE) at our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **2. Statutory Requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#), and in line with KCSIE 2023.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in the Education Act 1996.

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **3. Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The policy was shared with governors and ratified.

### **4. Definition**

Mandatory Subjects - Our definitions of Relationship Education (RE) is as follows:

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

Non-Mandatory Subjects - Our definitions of Sex Education (SE) is as follows:

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of

information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE). RSE is not about the promotion of sexual activity.

## **5. Curriculum**

All content in the RSE curriculum supports the wider work of school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society. It is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

### **Outcomes for pupils include:**

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur, understanding that these are natural and normal changes.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships

Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

For more information about our curriculum, see our curriculum map in Appendix 1.

Special note: Within our school we use the scientific language for the genitals from the outset. It is usual that boys have a penis and girls have a vagina, the children will be taught that whilst they may call these areas something else at home, at school we use the proper scientific words.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **6. Delivery of RSE**

We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details). We follow Medway planning. However, we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they

contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

## **7. Roles and responsibilities**

### **7.1 The Governing Board**

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The Head Teacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will follow the school safeguarding and child protection procedures.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns the teacher will follow the school safeguarding and child protection procedures.

Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL). Legally, the school cannot offer or guarantee absolute confidentiality.

We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **9. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **10. Equal Opportunities**

RSE will be delivered to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

### **11. Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the schools complaints procedure if they feel things are not resolved.

### **12. Monitoring Arrangements**

The delivery of RSE is monitored by the PSHE Leader through: planning scrutinies, learning walks, book scrutinies and pupil voice feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leader at least annually. At every review, the policy will be approved by the governing board.

### **14. Further Policies**

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Online safety policy
- PSHE policy



Long Term Overview:

3 core themes covered each year.

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
<b>Suggested topic areas:</b> Healthy Lifestyles Keeping Safe Growing and Changing	<b>Suggested topic areas:</b> Healthy Relationships Feelings and Emotions Valuing Difference	<b>Suggested topic areas:</b> Rights and Responsibilities Taking Care of the Environment Money

	Autumn - Living in the Wider World	Spring - Relationships	Summer - Health and Wellbeing
	<p><b>MARVELLOUS ME</b></p> <p>H21. to recognise what makes them special</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>To know likes and dislikes.</p> <p>H32 To learn ways to keep safe in familiar and unfamiliar environments and how to cross the road safely.</p> <p>R3. about different types of families including those that may be different to their own</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>COMPUTING LINK – ON LINE SAFETY</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p>	<p><b>TRADITIONAL TALES</b></p> <p>H12. how to recognise and name different feelings</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>Beginning to be able to negotiate and solve problems</p> <p>Understand their own actions affect others.</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p>	<p><b>FABULOUS FOOD</b></p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>To understand medicines can be harmful.</p> <p>To understand what is fair and unfair.</p>
	<p><b>LETS CELEBRATE</b></p> <p>H12. How to recognise and name different feelings.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>L5. To Learn about the different roles and responsibilities people have in their community</p> <p>To have the confidence to be more outgoing towards unfamiliar people and more confident in new social situations</p>	<p><b>MONSTER MADNESS</b></p> <p>Confident to speak in a familiar group and talk about their ideas</p> <p>To understand what is right and wrong and taking responsibility for their actions.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>To know how to be kind to each other.</p> <p>To understand how teasing and bullying can effect us.</p>	<p><b>Pirates, Mermaids and Under the Sea!</b></p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H27. about preparing to move to a new class/year group</p> <p>PE LINK -</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H27. about preparing to move to a new class/year group</p>

## Medium Term Overview: Year 1

	Autumn - Living in the Wider World	Spring - Relationships	Summer - Health and Wellbeing
1	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	<p>TOPIC LINK – SPECIAL PEOPLE</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>COMPUTING LINK – ON LINE SAFETY</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p><a href="https://www.valuesmoneyandme.co.uk/uploads/resources/Do-the-Right-Thing-KS1-Unit-Overview-Curriculum-Links.pdf">https://www.valuesmoneyandme.co.uk/uploads/resources/Do-the-Right-Thing-KS1-Unit-Overview-Curriculum-Links.pdf</a></p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>CYCLE 1 TOPIC LINK – OUR WONDERFUL WORLD</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>CYCLE 2 TOPIC LINK - SEASIDE</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>
	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p><a href="https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks1">https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks1</a></p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	<p>RSE LINK– My Special People (3 sessions)</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>PE LINK -</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H27. about preparing to move to a new class/year group</p>

## Medium Term Overview: Year 2

	Autumn - Living in the Wider World	Spring - Relationships	Summer - Health and Wellbeing
2	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations L10. what money is; forms that money comes in; that money comes from different sources</p> <p><a href="https://www.valuesmoneyandme.co.uk/uploads/resources/Finders-Keepers-KS1-Overview-Curriculum-Links.pdf">https://www.valuesmoneyandme.co.uk/uploads/resources/Finders-Keepers-KS1-Overview-Curriculum-Links.pdf</a></p> <p>COMPUTING LINK – ON LINE SAFETY H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R14. that sometimes people may behave differently online, including by pretending to be someone they are not L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true</p>	<p>TOPIC LINK – SPECIAL PEOPLE H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p>	<p>H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) CYCLE 1 TOPIC LINK – OUR WONDERFUL WORLD L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment CYCLE 2 TOPIC LINK - SEASIDE H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p>
	<p>L14. that everyone has different strengths L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs</p>	<p>RSE LINK – Growing up / Everybody's body ( 3 sessions) H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>PE LINK - H1. about what keeping healthy means; different ways to keep healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday SCIENCE LINK – TAKE CARE H2. about foods that support good health and the risks of eating too much sugar H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel H27. about preparing to move to a new class/year group</p>

## Medium Term Overview: KS2

	Autumn - Living in the Wider World	Spring - Relationships	Summer - Health and Wellbeing
EUROPE – 3/4	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  <a href="#">COMPUTING LINK H37 reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</a>  R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L5. about the different roles and responsibilities people have in their community  L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)  <a href="https://www.valuesmoneyandme.co.uk/teachers/costin-g-the-earth-ks1-ks2">https://www.valuesmoneyandme.co.uk/teachers/costin-g-the-earth-ks1-ks2</a></p>	<p>WEEK 1 and 2</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different  R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong  R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others  R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>Year 3 - RSE –</b>  <a href="#">R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</a>  <a href="#">R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationship</a>  R13. the importance of seeking support if feeling lonely or excluded  R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them  R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others  R16. how friendships can change over time, about making new friends and the benefits of having different types of friends  R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>Year 4 - RSE –</b>  <a href="#">H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</a>  Physical hygiene /Emotions and feelings (SENCO)</p>	<p>H1.how to make an informed decision about health  H2. about the elements of a balanced, healthy lifestyle  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  H5. about what good physical health means; how to recognise early signs of physical illness  H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p><b>Science LINKS –</b>  <a href="#">L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</a></p>

	<p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>H15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H36. strategies to manage transitions between classes and key stage</p>
ASIA -4/5	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><a href="#">COMPUTING LINK</a></p> <p><a href="#">L11. recognise ways in which the internet and social media can be used both positively and negatively</a></p> <p><a href="#">L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</a></p> <p><a href="#">L13. about some of the different ways information and data is shared and used online, including for commercial purposes</a></p>	<p>WEEK 1 and 2</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><a href="#">Year 5 –RSE – H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</a></p> <p><a href="#">H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</a></p> <p><a href="#">H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</a></p> <p><a href="#">H34. about where to get more information, help and advice about growing and changing, especially about puberty</a></p> <p><a href="#">Time to change/Menstruation and wet dreams (Class Teacher – Asia)</a></p>	<p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><a href="#">Science LINKS – L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</a></p>
	<p>L17. about the different ways to pay for things and the choices people have about this</p>	<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	<p>H15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>

	<p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p><a href="https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2">https://www.valuesmoneyandme.co.uk/teachers/finders-keepers-ks2</a></p>	<p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>H25 about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H36. strategies to manage transitions between classes and key stages</p>
NORTH AMERICA - 5/6	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><a href="#">COMPUTING LINK L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</a></p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>Economic</p> <p>Bike ability – keeping safe</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>Year 6 – RSE - H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup> (Class Teacher – North America and HT)</p>	<p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><a href="#">Science LINKS – L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</a></p>
	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p><a href="#">YEAR 5 – FIRST AID TRAINING - H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></a></p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>

	<p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p><a href="https://www.valuesmoneyandme.co.uk/teachers/a-fair-days-pay-ks2">https://www.valuesmoneyandme.co.uk/teachers/a-fair-days-pay-ks2</a></p>	<p>YEAR 6 Crucial Crew.</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>YEAR 6 TRANSITION WORK - H36. strategies to manage transitions between classes and key stage</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (Transition to secondary power point and resources)</p>
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