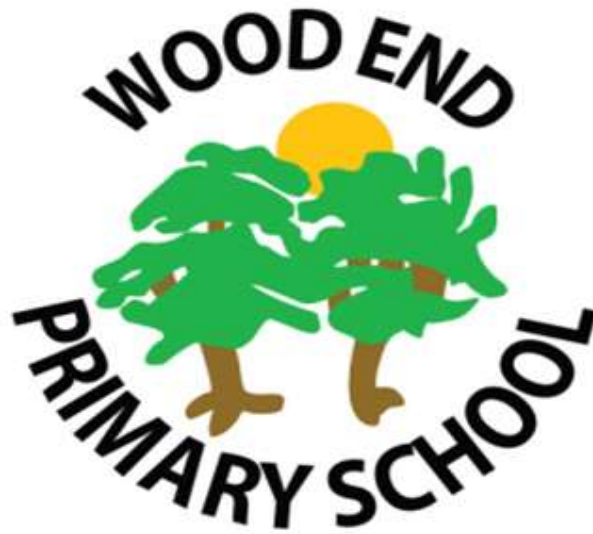


Wood End Primary School



RSHE Policy

Written by: J Smith

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**Approved by
governors:** 27th March 2023

Wood End Primary School

RSHE Policy

At Wood End School Every Child Matters.

Introduction:

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

It was produced with guidance from the Department for Education (DfE) and through consultation with our staff, board of governors, and most importantly with our pupils and parents.

It will be reviewed on a regular basis, every two years to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfE but also remains relevant to the experiences of our pupils.

To ensure its use, this policy will be available for staff to refer to and to parents through our school website.

This policy reflects our schools overarching aims and objectives for our pupils by inspiring children to become confident, secure, caring individuals who achieve personal success and develop a love of learning through 'rich opportunities and memorable experiences'.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also

preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSHE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Defining Comprehensive Relationship Education:

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at Wood End Primary School:

The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. As a school we have chosen not to routinely teach sex education but may adapt to include this if we felt it met the needs of a particular cohort of children.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships - free from exploitation pressure or abuse.

Subject Content:

In school we meet the learning objectives as set out in the Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. Across all year groups we deliver weekly lessons. We embed safety messages through assemblies and focus weeks eg, online safety and anti-bullying. The RSHE curriculum is an integral part of Science, Computing and PE schemes.

We work with the Compass team to identify health issues in year 6 and to deliver bespoke sessions identified as common themes eg dental health and bullying.

We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and health education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

Theme 1: We all have the right to feel safe all the time.

Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours using a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.

Protective Behaviours is delivered across the entire school from Reception to Year 6. There are four lessons in each year group. Lessons are delivered over

four weeks during the Autumn Term. The principles and language of protective behaviours are reinforced throughout the year.

Please see Appendix A for an overview of the Programme Content for Reception and Key Stage 1 and 2.

The My Feelings, Friends and Family (MFFF) is a programme of resources designed by Going off the Rails: GOTR SRE Consultancy Limited. It is an evidence based programme of Comprehensive Relationship & Sex Education based on good practice.

MFFF is designed on a spiral curriculum and based on a values and human rights approach. It is built on the premise that it is much better to drip feed positive messages and have little conversations, to ensure that children will feel prepared for the changes of puberty and for the challenges of moving on to high school.

We deliver the programme during a series of lessons throughout the year and during Healthy Lifestyles week in the Summer Term.

The lessons are all activity based and pupil led. There are art activities, circle time discussions, stand up-sit down, move around games, pair work, group work and scenario based activities.

MFFF is designed to review and reinforce all of the key messages from Protective Behaviours, allowing children to refresh their support networks and build on previous learning.

Please see Appendix B for an overview of our curriculum.

We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. That by keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are not forced to 'pick-a-side' and have equal access and can feel included without feeling vulnerable.

Answering Children's Questions:

We are aware that children are likely to have many questions that may pop out at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about

themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic - making sex no longer the secret taboo, you have to sneak around trying to find out about - and instead something we can talk about at the dinner table. However uncomfortable a proposition that may be it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had chance to form.

We believe that if children ask a question they deserve an answer. The replies: *“you are too young to know”*, or *“I think you would be better off asking your parent”* are not sufficient; instead they merely build unnecessary barriers, making children think they have done something wrong. They are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head - it is much better we, as safe adults take responsibility and tackle the question safely and age appropriately.

Staff have received training as to how to deal with children’s questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children’s knowledge & experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *“that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working.”*
- If the member of staff doesn’t have an answer or doesn’t know - they will say so. There is no shame in not knowing the answer - but the member of staff should make an effort to help the child to find the answer later.

- If the member of staff is not sure how best to answer a particularly tricky question, they should say so: *“That is a brilliant question... But I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you”*
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) before speaking to the parent to talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw:

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values - we encourage this by sharing learning via e-school class pages and on the school website.

Before, any lessons that could be described as sex education are delivered we will send home a letter to parents to inform them of the dates the lessons will be delivered. If parents have any concerns, special circumstances we should be aware of, or would like any further information we will have a designated time for them to speak to a member of staff.

We recognise under the DfE guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex

education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum.**

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. They will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Monitoring & Evaluation:

We monitor this subject through deep dives, which include work trawls, lesson observations and pupil interviews. This provides evidence of the work the children have been involved in and documents their learning experiences.

Teachers assess attainment against national curriculum objectives and record these using Maestro. From this, we monitor the gaps in provision to match intent with actual delivery.

Happiness surveys are conducted annually for children to express their feelings surrounding ethos, safety and emotional wellbeing. These are monitored to identify children requiring additional support.

Safeguarding Children:

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all

aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures before programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

However, we recognise that for children who may be vulnerable due to past, or present abuse, or changes in family situations this type of work, whilst it may be sensitive, and there may be needs to adapt the programme or offer additional support, it is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Other policies linked to this one

- Child Protection Policy
- Online Safety Policy
- Anti-Bullying Policy
- Curriculum Policy

Appendix A – Protective Behaviours Overview

| Protective Behaviours - Taking Care Programme Infants: Reception, Year 1 & Year 2 | | | | |
|---|--|---|---|--|
| Reception | <p>Feelings: There is no such things as good or bad feelings Theme 1,</p> | <p>Body Awareness: Naming Private body parts: Penis, Vulva, & anus. mouths are private too</p> | <p>EWS/Scary body feelings: identifying children's EWS</p> | <p>Telling & Secrets: Theme 2, Children will construct their own support networks hands.</p> |
| Year 1 | <p>Feelings: Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters Theme 1.</p> | <p>Unsafe Feelings & Body Awareness: Our bodies warn us if we feel unsafe - we call these feelings EWS</p> | <p>Body Privacy & Secrets: Naming Private body parts: Penis, Vulva, & anus. Mouths are private too. Safe & unsafe secrets</p> | <p>Telling & Networks: Theme 2, Children will construct their own support networks hands.</p> |
| Year 2 | <p>Feelings, Rights & Responsibilities: What are Rights & Responsibilities? Theme 1.</p> | <p>Unsafe Feelings, Problem Solving: Recognising EWS. Is my fun, fun for everyone?</p> | <p>Body Awareness & Personal Space: My body belongs to me. No one has the right to touch me in a way i don't like. Theme 2.</p> | <p>Networks & Using Them: Children will construct their own support networks hands. Theme 2.</p> |

| Protective Behaviours - Taking Care Programme Juniors: Years 3,4,5,& 6 | | | | |
|--|---|---|--|--|
| Year 3 | <p>Feelings, Rights & Responsibilities: A feeling is a feeling, not good or bad, right or wrong. What are Rights & Responsibilities? Theme 1.</p> | <p>Unsafe Feelings: Identifying children's EWS. Strategies as to what to do when experiencing their EWS.</p> | <p>Body Awareness & Telling: My rules for safety & my body. My body belongs to me.</p> | <p>Networks & Using Them: Children will construct their own support networks hands. Theme 2.</p> |
| Year 4 | <p>Rights & responsibilities, Feelings: Exploring children's Rights & responsibilities that come with them. Theme 1.</p> | <p>Safe & Unsafe Feelings: Exploring Situations when it feelings fun to feel scared. Recognising EWS.</p> | <p>Exploring Theme 2, Secrets: Safe & unsafe secrets. Theme 2</p> | <p>Networks & Using Them: Children will construct their own support networks hands. Theme 2.</p> |
| Year 5 | <p>Rights & responsibilities, Feelings: exploring the Rights of the child. Theme 1.</p> | <p>Safe feelings, Fun to Feel Scared & EWS: Exploring & creating safe places. Situations when it feelings fun to feel scared. Recognising EWS.</p> | <p>Theme 2, Secrets & Networks: Safe & unsafe secrets. Exploring Theme 2 and creating support network hands.</p> | <p>Using Networks: Network review, Who makes a good network person. Keep telling.</p> |
| Year 6 | <p>Rights & responsibilities, Feelings: exploring the Rights of the child. Emotions Theme 1.</p> | <p>Safe feelings, Fun to Feel Scared & EWS: Theme 1. is my fun, fun for everyone. Recognising EWS.</p> | <p>Theme 2, Secrets & Networks: safe & unsafe secrets. exploring Theme 2 and creating support network hands.</p> | <p>Using Networks: Network review, Who makes a good network person. Keep telling.</p> |

Appendix B – Curriculum Overview

RSHE CURRICULUM FRAMEWORK – WHOLE SCHOOL OVERVIEW

| AUTUMN | | SPRING | | SUMMER | |
|-----------------|--|--|--|---|--|
| Term | Whole school | Internet safety week (Feb) | Health and Wellbeing | Health and Wellbeing | Keeping Safe |
| Theme | Relationships | Living in the Wider World | Environment | Money | Growing and Changing |
| Topic | Healthy Relationships | Rights and Responsibilities | Environment | Money | Healthy Lifestyles |
| EYFS | <p>Can talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences. Know some behaviour is unacceptable.</p> <p>Work as part of a group/ class, and understand and follow the rules. Play cooperatively, taking turns with others. They show sensitivity to others' needs and feelings.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Group and class rules. The different groups we belong to.</p> <p>Looking after own class/outdoor area environment. Looking after the school environment/local community</p> | <p>Where money comes from; how to use money - saving and spending money</p> <p>Looking after the local environment</p> | <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy</p> <p>Where money comes from; how to use money - saving and spending money</p> | <p>Become more independent in the environment and in relation to managing own personal needs like dressing, going to the toilet</p> <p>Can talk about ways to keep safe</p> |
| EYFS RSE | <p>Being safe 1</p> <ul style="list-style-type: none"> - Stand-up, sit-down - Girls and boys - Private parts <p>Mental wellbeing 1</p> <ul style="list-style-type: none"> - What feelings - Making faces - Feeling stories | <p>Families and People who care 0</p> <ul style="list-style-type: none"> - What makes a family? - Who lives with you at home? - Who else is special to us? <p>Respectful Relationships 1</p> <ul style="list-style-type: none"> - What makes someone special? - The magic box - Human bingo - My favourite things | <p>Looking after the local environment</p> | <p>Where money comes from; how to use money - saving and spending money</p> | <p>Recognising what they are good at; setting goals.</p> <p>Keeping safe around household products; how to ask for help if worried about something</p> |
| Year 1 | <p>Secrets and keeping safe: special people in their lives, teasing and bullying</p> <p>Respecting similarities and differences in others; sharing views and ideas</p> | <p>Group and class rules; everybody is unique in some ways and the same in others, different groups we belong to</p> <p>Families and people who care 1</p> <ul style="list-style-type: none"> - Tree of life <p>Respectful Relationships 2</p> <ul style="list-style-type: none"> - Teacups - Find someone who - Similarities and differences between friends - I am unique | <p>Looking after the local environment</p> | <p>Where money comes from; how to use money - saving and spending money</p> | <p>What helps keep bodies healthy; hygiene routines, prevent diseases spreading</p> <p>Recognising what they are good at; setting goals.</p> <p>Keeping safe around household products; how to ask for help if worried about something</p> |
| Y1 RSE | <p>Being safe 2</p> <ul style="list-style-type: none"> - Sensory play - Touch bags - Are cuddles nice? - Different types of touch <p>Being safe 1</p> <ul style="list-style-type: none"> - Head, shoulders, knees and toes - Private parts <p>Mental wellbeing 2</p> <ul style="list-style-type: none"> - Name a feeling - How can you tell how someone else might be feeling? - Empathy pictures - My Early Warning Signs | <p>Families and people who care 1</p> <ul style="list-style-type: none"> - Tree of life <p>Respectful Relationships 2</p> <ul style="list-style-type: none"> - Teacups - Find someone who - Similarities and differences between friends - I am unique | <p>Looking after the local environment</p> | <p>Where money comes from; how to use money - saving and spending money</p> | <p>What helps keep bodies healthy; hygiene routines, prevent diseases spreading</p> <p>Recognising what they are good at; setting goals.</p> <p>Keeping safe around household products; how to ask for help if worried about something</p> |

| Year 2 | Behaviour; bodies and feelings can be hurt | Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying | Respecting similarities and differences in others; sharing views and ideas | Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency | Looking after the local environment | Where money comes from; saving and spending money; making choices; keeping money safe | Healthy choices; different feelings; managing feelings | Recognising what they are good at; setting goals. Change and loss and how it feels. Growing; changing and being more independent; correct names for body parts (including external genitalia) | Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts |
|-----------|--|--|---|---|--|---|---|---|--|
| Y2 RSE | <p><u>Caring friendships 1</u></p> <ul style="list-style-type: none"> - What makes someone a good friend? - Friendship monsters <p><u>Being safe 3</u></p> <ul style="list-style-type: none"> - When is it ok to be naked? - Body parts <p><u>Being safe 4</u></p> <ul style="list-style-type: none"> - Different types of touch if - Card sort - Is being tickled fun? - How does it feel if someone gets touched in a way they don't like? <p><u>Mental wellbeing 3</u></p> <ul style="list-style-type: none"> - What sort of things might we feel angry about? - What does your anger look like? - When anger is about ... - How does it feel when calm is about? - How can we make anger go away? - When anger is about characters | <p>Families and people who care 2</p> <ul style="list-style-type: none"> - Who can we feel love for? - How can we show people that we care for them? - How do we touch people we like? - Make a heart for someone - My personal Network <p><u>Respectful Relationships 3</u></p> <ul style="list-style-type: none"> - Boys and girls - Girls and boys don't fit in boxes - Sort the stuff - Grown up jobs | <p>Discuss and debate health and wellbeing issues. Respecting selves and others, anti-social behaviour, resolving differences</p> | <p>Responsibilities; rights and duties</p> | <p>Saving and spending. Enterprise; what it means; developing skills in enterprise</p> | <p>What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits</p> | <p>Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings</p> | <p>School rules on health and safety; basic emergency aid; people who help them stay healthy and safe</p> | |
| Y3 RSE | <p><u>Caring friendships 1</u></p> <ul style="list-style-type: none"> - A friend will always <p><u>Being safe 3</u></p> <ul style="list-style-type: none"> - Claws our bodies give us - My Early Warning Signs - Consent - My body rules - Is it ok? What are the rules? - My personal network <p><u>Mental wellbeing 4</u></p> <ul style="list-style-type: none"> - What feelings do you know? - Feeling charades | <p>Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively</p> | <p>Recognising and responding to bullying, similarities and differences in others, sharing views</p> | <p>Families and people who care 3</p> <ul style="list-style-type: none"> - What do our families have in common? - What do families do together? <p><u>Respectful Relationships 4</u></p> <ul style="list-style-type: none"> - If I was a ... - What other people say about me - My strengths and abilities - Our tree of strength and abilities - My favourite things (review) | <p>Responsibilities; rights and duties</p> | <p>Saving and spending. Enterprise; what it means; developing skills in enterprise</p> | <p>What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits</p> | <p>Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings</p> | <p>Changing adolescent body 1</p> <ul style="list-style-type: none"> - Growing up - What is the difference? - Spot the difference |

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| Year 4 | <p>Keeping something confidential or secret; when to break a confidence; recognise and manage dares</p> | <p>Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers</p> | <p>Listen and respond effectively to people; share points of view, how to deal with bullying, what are stereotypes</p> | <p>Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world</p> | <p>Sustainability of the environment across the world</p> | <p>Role of money: (saving and budgeting); what is meant by interest and loan, enterprising</p> | <p>What makes a balanced lifestyle and making choices; drugs common to everyday life;</p> | <p>Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change</p> | <p>How to keep safe in local area and online; people who help them stay healthy and safe, managing risk</p> | |
| Y4 RSE | <p><u>Caring friendships 1</u></p> <ul style="list-style-type: none"> - Friendship dilemmas - Agony Aunt <u>Being safe 6</u> - Lucy's first day at school - My personal space - Different types of touch fit - What can we do if someone touches us in a way we don't like? <u>Being safe 7</u> - What does privacy mean to you? - Private parts - When is it ok to be naked? - My body privacy - Privacy door hanger <u>Mental wellbeing 4</u> - How does Lucy feel? - How do you feel today? | <p>Agony Aunt</p> | <p>Families and people who care 3</p> <ul style="list-style-type: none"> - What is my family like - Support networks <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> - Stereotypes - Who does that job 1-4 - Different but equal - I am different 1 and 11 - Same/different bingo - I am different star <p><u>Respectful Relationships 8</u></p> <ul style="list-style-type: none"> - What makes you-you? - Find someone who.... - I am ... | <p>Families and people who care 3</p> <ul style="list-style-type: none"> - Tree of life 2 <p><u>Respectful Relationships 7, 9 and 10</u></p> <ul style="list-style-type: none"> - Discrimination - A different point of view - Pink and blue post-its - Gender expression definitions - Gender expression stereotypes - Throw like a girl clip - New rules | <p>Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences</p> | <p>Different rights; responsibilities and duties</p> | <p>Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt; management of money; tax</p> | <p>What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices, media images</p> | <p>Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; puberty</p> | <p>Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety</p> |
| Year 5 | <p>Responding to feelings in others, different loving relationships</p> | <p>Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback</p> | <p>Listening to others; raise concerns and challenge, recognise and challenge stereotypes, correct terms for sex/gender/sexual orientation</p> | <p>Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences</p> | <p>Different rights; responsibilities and duties</p> | <p>Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt; management of money; tax</p> | <p>What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices, media images</p> | <p>Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; puberty</p> | <p>Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety</p> | |
| Y5 RSE | <p><u>Caring friendships 2</u></p> <ul style="list-style-type: none"> - Relationship A-Z - Crushes and fancying people - Friends Vs partners - Relationship Dilemmas <u>Being safe 8</u> - How might someone's body react if they felt unsafe? - Autumn has a secret ... - Safe secrets; what are the rules? - Should I always keep my best friends secrets? - My network <u>Mental wellbeing 5</u> - What sort of things might we feel angry about? - What does your anger look like? | <p>Agony Aunt</p> | <p>Families and people who care 4</p> <ul style="list-style-type: none"> - Tree of life 2 <p><u>Respectful Relationships 7, 9 and 10</u></p> <ul style="list-style-type: none"> - Discrimination - A different point of view - Pink and blue post-its - Gender expression definitions - Gender expression stereotypes - Throw like a girl clip - New rules | <p>Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences</p> | <p>Different rights; responsibilities and duties</p> | <p>Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt; management of money; tax</p> | <p>What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices, media images</p> | <p>Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; puberty</p> | <p>Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety</p> | |

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| <p>Year 6</p> | <p>Confidentiality and when to break a confidence; managing dares</p> | <p>Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy</p> | <p>Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying</p> | <p>Discus and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others</p> | <p>How resources are allocated; effect of this on individuals; communities and environment</p> | <p>Enterprise; setting up an enterprise, looking after money; interest; loan; debt management of money; tax</p> | <p>Images in the media and reality; how this can affect how people feel; risks and effects of drugs, habits</p> | <p>Recognising what they are good at; setting goals; aspirations. Managing change, changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents</p> | <p>Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out</p> |
| <p>Y6 RSE</p> | <p>Caring friendships 3 <ul style="list-style-type: none"> - New classmate parts 1-4 - <u>Being safe 8</u> - Intimacy and relationship circles - Public and private spaces and behaviours - Consent for kids - <i>My personal circles</i> Mental wellbeing 5 <ul style="list-style-type: none"> - When anger is about thermometer - Lucy's tale - <i>My tale</i> </p> | | <p>Families and people who care 5 <ul style="list-style-type: none"> - We are all connected - Impact of others scenarios Respectful Relationships 11 - 15 <ul style="list-style-type: none"> - Stereotypes - Stereotypes and discrimination - Inequality and discrimination - Discrimination - What is identity? - How others see me - Identity - Different hats - Things I have done - My future - Listening 1-5 </p> | | | <p>Changing adolescent body <ul style="list-style-type: none"> - Facts in five </p> | | | |