



Relationships Education, Relationships Sex Education (RSE) and Health Education Policy

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1. Introduction and statutory guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2021. The policy has been produced in partnership with Hamwic Education Trust.

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Wordsworth Primary and Nursery School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

2. Definitions and key areas of teaching

Relationship Education – Primary

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. This does not prevent church schools from teaching about a faith perspective regarding relationships as part of the wider teaching.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of...

- Learning
- Community
- Trust
- Nurture
- Empowerment

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 1), under the broad headings of

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



- Being safe

3. The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Wordsworth Primary and Nursery school, children will be taught about puberty as set out in the expectations of the science National Curriculum. In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 6 pupils and year 5 pupils will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. As a consequence, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible.

When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, questions will be answered in front of all pupils via the question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

In addition to the science curriculum, we will also teach as part of our SRE. We have decided to do this because we believe this gives our children the relevant knowledge and exposure to vocabulary that they will need as they develop as young adults. Parents have the right to withdraw children from Sex Education aspects that are not part of the science curriculum. In the first instance, parents should contact the Headteacher who will advise parents on how to withdraw.

4. Health and wellbeing

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age-appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2021 (see appendix 2), under the broad headings of

- General wellbeing
- Internet safety and harms
- Physical health and fitness



- Healthy eating
- Drugs, alcohol and tobacco
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

5. Relationships and health curriculum delivery-primary

Relationships and Health Education (RHE) is taught through weekly lessons linked to personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum. A number of aspects of the RHE link closely to science, computing, PE and DT. Where this is the case, messages will be reinforced within these subjects (appendix 4).

The 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).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

In Southampton, we are aware that the locality is towards the end of the 2017-2025 Health and well-being plan and that the pandemic has slowed progress. The locality also now has a 2022 – 2027 Education Strategy plan with the vision of: *we want all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood.* A rise in domestic abuse and violence against women and girls has led the city council to produce a targeted 2023-2027 plan.

6. Roles and responsibilities

The local governing committee

The local governing committee will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

The headteacher



The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).

The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school (e.g., the school nurse may deliver information about menstruation).

Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance with their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. The leader for RHE at Wordsworth Primary School and Nursery is Emma Hastings.

Pupils

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

7. Training

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

8. Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils' work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports



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

This policy will be reviewed annually and will require approval by the local governing committee.

APPENDIX 1 – Expectations for Relationships Education – By the end of Primary

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 3. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 4. that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 5. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it. 3. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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, and that resorting to violence is never right. 6. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners.

	<p>4. the importance of self-respect and how this links to their own happiness.</p> <p>5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.</p> <p>5. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>6. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>7. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do or shouldn't do. 2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery). 6. about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 8. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery. 9. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education.
Being safe	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on.

	<ol style="list-style-type: none"> 2. about the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
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APPENDIX 2 – Expectations of Health Education -By the end of Primary Education

General Wellbeing	<p>Pupils should understand</p> <ol style="list-style-type: none"> 1. the benefits of physical exercise, time outdoors, and helping others for wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and hobbies, interests and community participation. 2. the importance of promoting general wellbeing and physical health. 3. the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition. 4. how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. that isolation and loneliness can affect children, and the benefits of seeking support. 7. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 8. that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement, and everyone grieves differently. 9. where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. that it is common to experience mental health problems, and early support can help resolve problems.
Healthy eating	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals.

	3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	Pupils should know 1. the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.
Health protection and prevention	Pupils should know 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. the facts and science relating to allergies, immunisation and vaccination
Personal safety	Pupils should know: 1. about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.
Basic First Aid	Pupils should know: 1. how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	This should not be taught before year 4. Pupils should know: 1. about growth, change and the changing adolescent body, this topic should include the human lifecycle. Puberty should be mentioned as a stage in this process. 2. the key facts about the menstrual cycle, including physical and emotional changes.

APPENDIX 3 – RHE curriculum overview

PSHE & RSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW						
	Living in the Wider World		Health and Wellbeing		Relationships	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Core Values and community	#WWSafe	Digital Safeguarding	Owning your choices	Positive Mental Health	Respectful Relationships and Sex Education
Year R PSED (See statutory EYF5 curriculum 2021 and Development Matters Guidance 2021)	Getting to know your new class/ school Routines, rules and expectations in the classroom/ school. Making relationships & own and others feelings Consent focus: Personal boundaries and consent to touch each other. Self – regulation School Values	Personal Safety Using equipment safely (classroom, P.E, outdoors) Keeping safe in the outdoor learning area. Road Safety Keeping safe on school trips (St James Park Trip) What to do in emergency. (Fire service) People who help us in the community Dental hygiene - Continuing with school Learning Values/Srs	How to safely use I.T in school – Safety tips - What sites can we use	It's O.K to be different... How we are alike and different? Hobbies, interests and dislikes. Trying new things. Initiating own ideas and talking about them. Self – belief, resilience & self-regulation Completing tasks Right and Wrong	What are feelings? How do we show feelings? Talking about how they and others feel. Behaviour and consequences. Adjusting behavior to different situations. Right and wrong. Sun safety	Looking after ourselves Understand ways we can look after ourselves. Understand basic hygiene routines and why it is important to keep clean. Healthy food choices Keeping safe when in new places – The farm Recognise all families are different. PANTS- Stand up, speak out NSPPC workshops.
Year 1	How do we decide how to behave? School/Class values; respecting others' needs; positive behaviour; listening; feelings and bodies can be hurt. Rules that keep us safe How do people make friends? How to ask for help if a friendship/ something else makes them unhappy. Consent focus: Consent when playing games with each other, respecting others wishes	How do we keep safe? Keeping safe in familiar /unfamiliar situations including stranger danger and resisting pressure to do things they don't want to do. household products (including medicines) sun safety, who helps keep us safe or healthy; asking for help. Emergencies/accidents. Anti- bullying week	Staying Safe online How to use the laptops/ipads- logging on and off. Going places safely online. Searching online. Private personal information online Creating work online Sending emails Not all information online is true. Age restrictions	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities. Sharing opinions. Belonging to groups Money What money is. How to save and spend money. Different jobs people have.	How do we feel? Different kinds of feelings; explore ways to manage and help our big feelings. What to do if you feel lonely? Identify comfortable and uncomfortable feelings. <i>Think about change and things we can look forward to in the future</i>	Keeping ourselves clean and families Understand some basic hygiene principles To introduce the concept of growing and changing To explore different types of families and who to ask for help Caring for ourselves and other living things

PSHE & RSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW						
	Living in the Wider World		Health and Wellbeing		Relationships	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Core Values and Community	#WW Safe	Digital Safeguarding	Owning your choices	Positive Mental Health	Respectful Relationships and Sex Education
Year 2	How can we help? Rules and why they are important; school rules and values. respecting own and others' rights/needs; looking after the environment and caring for living things. Responsibilities within the community. Age restrictions Consent focus: Consent to use each- others belongings, respecting privacy, permission and seeking permission	Safe and unsafe play. Different ways/ games to play. Recognising risks. Recognising the importance of taking a break from technology/ T.V. How to get help including in an emergency. What is bullying? Hurtful teasing/ bullying is wrong, what to do about bullying; unsafe secrets; Anti- bullying week. What makes a good friendship? How to resolve friendship difficulties.	Appropriate use of I.C.T Using appropriate websites Digital footprints What cyber bullying means and what you can do about it	How can we be healthy? Recognise what they are good at; set simple goals; growing and being more independent; Things and people that help to keep bodies and minds healthy (activity, rest/sleep, food); healthy choices, belonging to different groups. Dental care. How to look after money.	How do we show our feelings? Recognising how others are feeling; sharing feelings, big feelings, feelings regarding change or loss. Preparing for change/ transition Feelings change and not everyone experiences the same feeling in the same situation. How worries can affect us and what we can do to feel better.	Differences, Personal Space and Families. Begin to understand the concept of gender stereotypes Identify differences between males and females and understand how this is part of the lifecycle Describe physical difference and name body parts- private body parts Feeling safe/ unsafe with adults. How to get help.

PSHE & RSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW						
Living in the Wider World			Health and Wellbeing		Relationships	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Area:	Core Values and community	#WWSafe	Digital Safeguarding	Owning your choices	Positive Mental Health	Respectful Relationships and Sex Education
Year 3	<p>What makes a community? What it means to be in a community; groups and individuals that support the local community; Voluntary communities. Values and customs of people living around the world. Rights, respect and responsibility. Individuality: what does it mean including within the context of a community? How to debate respectfully. Friendships and strategies for resolving disputes</p>	<p>What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe Keeping safe in local environment; road safety, how to get help in an emergency. Anti-bullying week</p> <p>Keeping ourselves and others safe First aid focus: Bites and stings, burns and scalds. Calling for help. Consent focus: Boundaries, gut feelings and privacy</p>	<p>Responsible use of ICT Powerful passwords The online community Online Sales Being respectful online. Responding safely and appropriately to adults online</p>	<p>How can we keep physically healthy? What makes a balanced lifestyle; balanced diet; good quality sleep, making choices; influences on choices What good physical health means. How to recognize early signs of physical illness. Recap Oral hygiene. Safety in the sun. Things that may not be so healthy: smoking, alcohol, energy drinks, caffeine-why people use them.</p>	<p>How can we describe our feelings? Wider range of feelings; conflicting feelings experienced at the same time; describing feelings; feelings associated with change; responding to other's feelings what helps people to feel good. The impact of different life changes, and strategies for dealing with grief.</p>	<p>Valuing Difference and Keeping Safe To explore the differences between males and females and to name the body parts Identify different types of touch that people like and do not like Understand personal space Talk about ways of dealing with unwanted touch To explore different types of families and relationships, including marriage, civil ceremonies, living together or apart. Who to go to for help and Support</p>
Year 4	<p>What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes, racism, prejudice and discrimination, the importance of self-respect and respect for others, discuss and debating topical issues respectfully. Opportunities and responsibilities with increasing independence. Human rights and responsibilities</p>	<p>What are we responsible for? Responsibilities; rights, duties and risks at home; in school and local environment; How can we keep safe in our home and in our local area? Managing risk in familiar situations & the local environment; (including fire risk) how regulations/ restrictions promote personal safety; feeling & managing negative pressure; recognising & managing dares; how actions affect themselves and others; people who help us stay healthy/safe, friendships, Anti-bullying week Keeping ourselves and others safe First aid focus: Asthma and allergies. Calling for help. Consent focus: boundaries, healthy and unhealthy relationships.</p>	<p>Responsible digital citizenship Being a good responsible digital citizen Protecting yourself online. Standing up to cyber bullying Safe and accurate searching when and how it is O.K to use the work of others.</p>	<p>How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; independence, being a good friend, How positive friendships support wellbeing and how friendships can change over time</p>	<p>Positive thinking strategies: The Hummuli Approach. How we tackle worry Anger management. Mindfulness Breathing techniques (e.g. bear breathing) Yoga Where to get help if worried about their health or others. Importance of sleep and other factors that promote our positive mental wellbeing</p>	<p>Intro to puberty: Growing & Changing To explore the human lifecycle. Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty and explore how puberty is linked to reproduction Different types of relationships Gender identity</p>

PSHE & RSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW						
Living in the Wider World			Health and Wellbeing		Relationships	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Area:	Core Values and community	#WWSafe	Digital literacy and Communication	Owning your choices	Positive Mental Health	Respectful Relationships and Sex Education
Year 5	<p>How do we manage our money? The role of money and ways of managing money: spending, saving. Finance and its role in people's lives; being a critical consumer, what is meant by interest, loan, debt, tax Jobs- including positive and negative influences on job choice.</p>	<p>What does discrimination mean? Actions can affect self and others; kind and unkind behaviour, discrimination, Teasing/bullying; stereotypes, differences and similarities between people; equalities Keeping ourselves and others safe First aid focus: Bleeding and basic life support. Calling for help. Consent focus: What does Consent mean? Permission and personal boundaries. Strategies for unwanted physical contact. Where to get help if you need it.</p>	<p>Using I.C.T safely and effectively Creating secure passwords Digital citizens pledge Dealing with spam Using I.C.T to support home learning</p>	<p>Healthy choices What makes a balanced lifestyle? Making choices, what is meant by a habit, everyday drugs, the law & drugs, who is responsible for their health and well-being? Peer- pressure and strategies for resisting it. Vaccinations, immunisations, medicines. Messages in the media re drugs (e.g. vaping)</p>	<p>What is mental health and well-being? What it means and how we can take care of it . How feelings and emotions are affected and can be managed at changing, or challenging times. The impact of loss and bereavement and strategies for dealing with grief or loneliness. Further ways we can support our mental wellbeing and build resilience.</p>	<p>Puberty To explore the emotional and physical changes occurring in Puberty. Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes. To explore the impact of puberty on the body and the importance of hygiene. To explore ways to get support during puberty.</p>
Year 6	<p>What makes us enterprising? Options for the future Different ways of achieving and celebrating personal goals, high aspirations, growth mindset, setting up an enterprise; what enterprise means for work and society. Budgeting. Career pathways</p>	<p>Why and how laws are made? Taking part in making and changing rules, importance of human rights, rights of the child, right to protect their bodies (including tattoos/ ear piercing/ forced marriage) confidentiality and when to break a confidence. Keeping ourselves and others safe First aid focus: Choking and head injuries Consent focus: Relationships and the issue of consent. Appropriate and inappropriate touch. Online consent (further covered in Summer 2)</p>	<p>Online relationships Talking safely online Being a super digital citizen Privacy rules Strategies for handling cyber bullying Media and stereotypes. That images in the media do not necessarily reflect reality.</p>	<p>Anti-Social Behaviour and Peer Pressure Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours. Gambling Peer on peer exploitation (e.g. inappropriate requests, sexting etc)</p>	<p>Building Resilience/ Coping strategies Importance of taking care of mental health. warning signs and how to seek support for themselves and others. How to reframe unhelpful thinking and manage setbacks. Strategies to respond to feelings, including intense or conflicting feelings; emotions, challenges and change, including the transition to new schools.</p>	<p>Puberty, Relationships and Reproduction Describe how the body changes during puberty in preparation for reproduction. Talk about puberty/reproduction with confidence. Consider physical & emotional behaviour in relationships. Describe decisions to be made before having a baby. Know some basic facts about pregnancy and conception. To explore positive/negative ways of communicating in a relationship. Know how/ where to get support if there is something wrong. FGM/ Right to protect our bodies.</p>