



KPS Relationships and Health Policy

1. Introduction

This policy clarifies the legal requirement and responsibilities of the school in the teaching of relationships and health education (RHE) for all staff, pupils, parents/carers and the wider school community. Research has shown that young people who feel positive about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be more discerning in their relationship and sexual behaviours and to have fulfilling relationships in adulthood. The school has a key role, in partnership with parents/carers, in providing RHE (Relationship and Health Education).

2. Statutory requirements

As a primary academy school, we must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). We must teach health education under the same statutory guidance. Pupils are expected to learn personal, social and emotional development (PSED) under the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

In teaching RHE, 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.

3. Aims of the RHE policy

At Khalsa Primary School, our RHE curriculum is firmly grounded in our core values of **Kindness, Honesty, Achievement, Love, Service and Aspiration**. These values guide pupils in their personal development and underpin how they interact with themselves, others and the wider community. Through P'SHE, pupils learn how to apply these values in everyday situations – from managing emotions and building healthy relationships to understanding responsibility, leadership and the importance of service. This alignment ensures that RHE is not a standalone subject but a key part of our whole-school ethos.

The aims of personal, social, health and economic (RHE) education in our school are:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views
- To set out how the school meets its legal requirements in respect of RHE.
- Share information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RHE.
- Enable parents and carers to support their children in learning about RHE.

4. Policy development

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

5. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RHE involves a combination of sharing information, prioritising scientifically accurate anatomy and language, and exploring issues and values. RHE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils, and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

7. Delivery of RHE

RHE is taught within the personal, social, health and economic (PHE) education curriculum. Biological aspects of RHE are also taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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

- Families and Friendships
- Safe Relationships
- Respecting ourselves and others
- Belonging to a community
- Media literacy and digital resilience
- Money and work
- Physical Health and Wellbeing
- Growing and changing
- Keeping safe

For more information about our RHE curriculum, see Appendix 1.

8. Links to other policies

- This policy links to the Safeguarding Policy, the Anti-bullying and the Behaviour Policy.
- Our provision of RHE is part of our approach to supporting the mental health and well-being of children.

9. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Is safe and supported
- Pupils are able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting o Small groups or targeted sessions
- 1-to-1 discussions o Digital formats
- Give careful consideration to the level of differentiation needed

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

10. Roles and responsibilities

The School Leader

The School Leader is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE.

Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory
- components of RHE

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 School Leader.

Where appropriate the School Leader 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.

Pupils

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

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 components of sex education within RHE. Requests for withdrawal should be put in writing and emailed to the school office and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

11. Can parents see what is being taught in RHSE lessons?

- Curriculum maps will be shared with parents through the website.
- A copy of this policy is available to anyone who asks for one and is published on the school website.

12. Delivery of RHE

RHE is taught by class teachers in PSHE lessons and by the PSHE lead or member of SLT via assemblies. Some assemblies may also be delivered by specialists and external providers, however all slides/materials must be shared with SLT before any content is delivered. All teachers have been provided with resources and training to ensure that the content can be delivered effectively to all students.

Biological aspects of topics within the RHE curriculum RHE are taught by teachers within the science curriculum, and other aspects are taught by teachers within the religious studies (RS), and ICT curriculum.

Pupils' progress in learning in RHE is assessed as peer assessment, self-assessment or teacher assessment.

13. Confidentiality, safeguarding and SEND

Although RHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. Teachers cannot offer unconditional confidentiality and pupils are reassured that their best interests will be maintained.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse including eating disorders and self-harm, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures.

We ensure that the SENCO is consulted and SEND pupils are supported. For some content, resources are adapted and if necessary individualized support is provided. Staff are aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RHE can be particularly important for SEND pupils, particularly those with social, emotional and mental health needs or learning disabilities.

14. Monitoring and evaluation

A senior leader monitors teachers' delivery and work to monitor delivery and quality of lessons being delivered. The leader does this by:

- Observations of assemblies
- Observations of lessons
- Pupil questionnaires
- Pupil evaluations of outside speakers

Data will be collected through these methods at three points throughout the year during reviews. An annual report will be produced for the local advisory board (LAB) indicating the effectiveness of RHE provision.

15. Policy Review: This policy will be reviewed and updated annually by LABs with feedback from leaders, parents and pupils.

Appendix 1- Our Curriculum

Year 1

Topics Autumn	Pupils will learn:
Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5 WKB 8 th , 15 th , 22 nd , 29 th Sep (4 weeks)	<ul style="list-style-type: none"> •about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers •the role these different people play in children's lives and how they care for them •what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. •about the importance of telling someone — and how to tell them — if they are worried about something in their family
Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17 WKB 6 th , 13 th , 20 th - Oct & 3 rd Nov (4 weeks)	<ul style="list-style-type: none"> •about situations when someone's body or feelings might be hurt and whom to go to for help •about what it means to keep something private, including parts of the body that are private •to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) •how to respond if being touched makes them feel uncomfortable or unsafe •when it is important to ask for permission to touch others •how to ask for and give/not give permission
Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22 10 th 17 th , 24 th Nov & 1 st , 8 th Dec (5 weeks)	<ul style="list-style-type: none"> •what kind and unkind behaviour mean in and out school •how kind and unkind behaviour can make people feel •about what respect means •about class rules, being polite to others, sharing and taking turns
Topics Spring	Pupils will learn:
Belonging to a community What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3 5 th 12 th 19 th 26 th -Jan (4 weeks)	<ul style="list-style-type: none"> •about examples of rules in different situations, e.g. class rules, rules at home, rules outside •that different people have different needs •how we care for people, animals and other living things in different ways •how they can look after the environment, e.g. recycling
Media literacy and Digital resilience Using the internet and digital devices; communicating	<ul style="list-style-type: none"> •how and why people use the internet •the benefits of using the internet and digital devices •how people find things out and communicate safely with others online

<p>online</p> <p>PoS Refs: L7, L8</p> <p>2nd, 9th, 23rd-Feb & 2nd March (4 weeks)</p>	
<p>Money and Work</p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p> <p>9th, 16th, 23rd- March (3 weeks)</p>	<ul style="list-style-type: none"> •that everyone has different strengths, in and out of school •about how different strengths and interests are needed to do different jobs •about people whose job it is to help us in the community •about different jobs and the work people do
Topics Summer	Pupils will learn:
<p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p>20th, 27th- April & 4th, 11th- May</p> <p>(4 weeks)</p>	<ul style="list-style-type: none"> •what it means to be healthy and why it is important •ways to take care of themselves on a daily basis •about basic hygiene routines, e.g. hand washing •about healthy and unhealthy foods, including sugar intake •about physical activity and how it keeps people healthy •about different types of play, including balancing indoor, outdoor and screen-based play •about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors •how to keep safe in the sun
<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p>18th May & 1st, 8th, 15th- June (4 weeks)</p>	<ul style="list-style-type: none"> •to recognise what makes them special and unique including their likes, dislikes and what they are good at •how to manage and whom to tell when finding things difficult, or when things go wrong •how they are the same and different to others •about different kinds of feelings •how to recognise feelings in themselves and others •how feelings can affect how people behave
<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p> <p>29th June & 6th, 13th-July (3 weeks)</p>	<ul style="list-style-type: none"> •how rules can help to keep us safe •why some things have age restrictions, e.g. TV and film, games, toys or play areas •basic rules for keeping safe online •whom to tell if they see something online that makes them feel unhappy, worried, or scared

Year 2

Topics Autumn	Pupils will learn:
Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24 WKB 8 th , 15 th , 22 nd , 29 th Sep (4 weeks)	<ul style="list-style-type: none"> •how to be a good friend, e.g. kindness, listening, honesty •about different ways that people meet and make friends •strategies for positive play with friends, e.g. joining in, including others, etc. •about what causes arguments between friends •how to positively resolve arguments between friends •how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20 WKB 6 th , 13 th , 20 th - Oct & 3 rd Nov (4 weeks)	<ul style="list-style-type: none"> •how to recognise hurtful behaviour, including online •what to do and whom to tell if they see or experience hurtful behaviour, including online •about what bullying is and different types of bullying •how someone may feel if they are being bullied •about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help •how to resist pressure to do something that feels uncomfortable or unsafe •how to ask for help if they feel unsafe or worried and what vocabulary to use
Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25 10 th 17 th , 24 th Nov & 1 st , 8 th Dec (5 weeks)	<ul style="list-style-type: none"> •about the things they have in common with their friends, classmates, and other people •how friends can have both similarities and differences •how to play and work cooperatively in different groups and situations •how to share their ideas and listen to others, take part in discussions, and give reasons for their views
Topics Spring	Pupils will learn:
Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6 5 th 12 th 19 th 26 th -Jan (4 weeks)	<ul style="list-style-type: none"> •about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups •about different rights and responsibilities that they have in school and the wider community •about how a community can help people from different groups to feel included •to recognise that they are all equal, and ways in which they are the same and different to others in their community

Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L9 2 nd , 9 th , 23 rd -Feb & 2 nd March (4 weeks)	<ul style="list-style-type: none"> •the ways in which people can access the internet e.g. phones, tablets, computers •to recognise the purpose and value of the internet in everyday life •to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos •that information online might not always be true
Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15 9 th , 16 th , 23 rd - March (3 weeks)	<ul style="list-style-type: none"> •about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments •how money can be kept and looked after •about getting, keeping and spending money •that people are paid money for the job they do •how to recognise the difference between needs and wants •how people make choices about spending money, including thinking about needs and wants
Topics Summer	Pupils will learn:
Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18,	<ul style="list-style-type: none"> •about routines and habits for maintaining good physical and mental health •why sleep and rest are important for growing and keeping healthy •that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies •the importance of, and routines for, brushing teeth and visiting the dentist •about food and drink that affect dental health •how to describe and share a range of feelings •ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others •how to manage big feelings including those associated with change, loss and bereavement •when and how to ask for help, and how to help others, with their feelings
Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27 18th May & 1st, 8th, 15th- June (4 weeks)	<ul style="list-style-type: none"> •about the human life cycle and how people grow from young to old •how our needs and bodies change as we grow up •to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) •about change as people grow up, including new opportunities and responsibilities •preparing to move to a new class and setting goals for next year
Keeping safe	<ul style="list-style-type: none"> •how to recognise risk in everyday situations, e.g.

<p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p> <p>29th June & 6th, 13th-July (3 weeks)</p>	<p>road, water and rail safety, medicines</p> <ul style="list-style-type: none"> •how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' •to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger •how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products •about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel •how to respond if there is an accident and someone is hurt •about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.
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Year 3

Topics Autumn	Pupils will learn:
Families and friendships What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9 WKB 8th, 15th, 22nd, 29th Sep (4 weeks)	<ul style="list-style-type: none"> •to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents •that being part of a family provides support, stability and love •about the positive aspects of being part of a family, such as spending time together and caring for each other •about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty •to identify if/when something in a family might make someone upset or worried •what to do and whom to tell if family relationships are making them feel unhappy or unsafe
Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30 WKB 6th, 13th, 20th- Oct & 3rd Nov (4 weeks)	<ul style="list-style-type: none"> •What is appropriate to share with friends, classmates, family and wider social groups including online •about what privacy and personal boundaries are, including online •basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision •that bullying and hurtful behaviour is unacceptable in any situation •about the effects and consequences of bullying for the people involved •about bullying online, and the similarities and differences to face-to-face bullying •what to do and whom to tell if they see or experience bullying or hurtful behaviour
Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31 10th 17th, 24th Nov & 1st, 8th Dec (5 weeks)	<ul style="list-style-type: none"> •to recognise respectful behaviours e.g. helping or including others, being responsible •how to model respectful behaviour in different situations e.g. at home, at school, online •the importance of self-respect and their right to be treated respectfully by others •what it means to treat others, and be treated, politely •the ways in which people show respect and courtesy in different cultures and in wider society.
Topics Spring	Pupils will learn:

Belonging to a community The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3 5th 12th 19th 26th -Jan (4 weeks)	<ul style="list-style-type: none"> •the reasons for rules and laws in wider society •the importance of abiding by the law and what might happen if rules and laws are broken •what human rights are and how they protect people •to identify basic examples of human rights including the rights of children •about how they have rights and also responsibilities •that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn
Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12 2nd, 9th, 23rd-Feb & 2nd March (4 weeks)	<ul style="list-style-type: none"> •how the internet can be used positively for leisure, for school and for work •to recognise that images and information online can be altered or adapted and the reasons for why this happens •strategies to recognise whether something they see online is true or accurate •to evaluate whether a game is suitable to play or a website is appropriate for their age-group •to make safe, reliable choices from search results •how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication
Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30 9th, 16th, 23rd- March (3 weeks)	<ul style="list-style-type: none"> •about jobs that people may have from different sectors e.g. teachers, business people, charity work •that people can have more than one job at once or over their lifetime •about common myths and gender stereotypes related to work •to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM •about some of the skills needed to do a job, such as teamwork and decision-making •to recognise their interests, skills and achievements and how these might link to future jobs •how to set goals that they would like to achieve this year e.g. learn a new hobby
Topics Summer	Pupils will learn:
Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	<ul style="list-style-type: none"> •about the choices that people make in daily life that could affect their health •to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) •what can help people to make healthy choices and what might negatively influence them •about habits and that sometimes they can be maintained, changed or stopped •the positive and negative effects of habits, such as

	<p>regular exercise or eating too much sugar, on a healthy lifestyle</p> <ul style="list-style-type: none"> •what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally •that regular exercise such as walking or cycling has positive benefits for their mental and physical health •about the things that affect feelings both positively and negatively •strategies to identify and talk about their feelings •about some of the different ways people express feelings e.g. words, actions, body language •to recognise how feelings can change overtime and become more or less powerful
<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p> <p>18th May & 1st, 8th,15th- June (4 weeks)</p>	<ul style="list-style-type: none"> •that everyone is an individual and has unique and valuable contributions to make •to recognise how strengths and interests form part of a person's identity •how to identify their own personal strengths and interests and what they're proud of (in school, out of school) •to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues •basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p> <p>29th June & 6th, 13th-July (3 weeks)</p>	<ul style="list-style-type: none"> •how to identify typical hazards at home and in school •how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen •about fire safety at home including the need for smoke alarms •the importance of following safety rules from parents and other adults •how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Year 4

Topics Autumn	Pupils will learn:
Families and friendships Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18 WKB 8th, 15th, 22nd, 29th Sep (4 weeks)	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online
Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28 WKB 6th, 13th, 20th- Oct & 3rd Nov (4 weeks)	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33 10th 17th, 24th Nov & 1st, 8th Dec (5 weeks)	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone
Topics Spring	Pupils will learn:
Belonging to a community What makes a community; shared responsibilities	<ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community

<p>PoS Refs: L4, L6, L7 5th 12th 19th 26th -Jan (4 weeks)</p>	<ul style="list-style-type: none"> •about the different groups that make up and contribute to a community •about the individuals and groups that help the local community, including through volunteering and work •how to show compassion towards others in need and the shared responsibilities of caring for them
<p>Media literacy and Digital resilience</p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14 2nd, 9th, 23rd-Feb & 2nd March (4 weeks)</p>	<ul style="list-style-type: none"> •that everything shared online has a digital footprint •that organisations can use personal information to encourage people to buy things •to recognise what online adverts look like •to compare content shared for factual purposes and for advertising •why people might choose to buy or not buy something online e.g. from seeing an advert •that search results are ordered based on the popularity of the website and that this can affect what information people access
<p>Money and Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21 9th, 16th, 23rd- March (3 weeks)</p>	<ul style="list-style-type: none"> •how people make different spending decisions based on their budget, values and needs •how to keep track of money and why it is important to know how much is being spent •about different ways to pay for things such as cash, cards, e-payment and the reasons for using them •that how people spend money can have positive or negative effects on others e.g. charities, single use plastics
Topics Summer	Pupils will learn:
<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11 20th, 27th- April & 4th, 11th- May (4 weeks)</p>	<ul style="list-style-type: none"> •to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally •what good physical health means and how to recognise early signs of physical illness •that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary •how to maintain oral hygiene and dental health, including how to brush and floss correctly •the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<ul style="list-style-type: none"> •how to identify external genitalia and reproductive organs •about the physical and emotional changes during puberty •key facts about the menstrual cycle and menstrual wellbeing, erections and wet

<p>PoS Refs: H30, H31, H32, H34 18th May & 1st, 8th, 15th- June (4 weeks)</p>	<p>dreams</p> <ul style="list-style-type: none"> •strategies to manage the changes during puberty including menstruation •the importance of personal hygiene routines during puberty including washing regularly and using deodorant •how to discuss the challenges of puberty with a trusted adult •how to get information, help and advice about puberty
<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46 29th June & 6th, 13th-July (3 weeks)</p>	<ul style="list-style-type: none"> •the importance of taking medicines correctly and using household products safely •to recognise what is meant by a 'drug' •that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing •to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects •to identify some of the risks associated with drugs common to everyday life •that for some people using drugs can become a habit which is difficult to break •how to ask for help or advice

Year 5

Topics Autumn	Pupils will learn:
Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26 WKB 8th, 15th, 22nd, 29th Sep (4 weeks)	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships
Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29 WKB 6th, 13th, 20th- Oct & 3rd Nov (4 weeks)	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact
Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33 10 th 17 th , 24 th Nov & 1 st , 8 th Dec (5 weeks)	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • the impact of discrimination on individuals, groups and wider society

	<ul style="list-style-type: none"> •ways to safely challenge discrimination •how to report discrimination online
Topics Spring	Pupils will learn:
Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19 5th 12th 19th 26th -Jan (4 weeks)	<ul style="list-style-type: none"> •about how resources are allocated and the effect this has on individuals, communities and the environment •the importance of protecting the environment and how everyday actions can either support or damage it •how to show compassion for the environment, animals and other living things •about the way that money is spent and how it affects the environment •to express their own opinions about their responsibility towards the environment
Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14 2nd, 9th, 23rd-Feb & 2nd March (4 weeks)	<ul style="list-style-type: none"> •to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and share information
Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32 9th, 16th, 23rd- March (3 weeks)	<ul style="list-style-type: none"> •to identify jobs that they might like to do in the future •about the role ambition can play in achieving a future career •how or why someone might choose a certain career •about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values •the importance of diversity and inclusion to promote people's career opportunities •about stereotyping in the workplace, its impact and how to challenge it •that there is a variety of routes into work e.g. college, apprenticeships, university, training
Topics Summer	Pupils will learn:
Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies 20th, 27th- April & 4th, 11th- May (4 weeks)	<ul style="list-style-type: none"> •how sleep contributes to a healthy lifestyle •healthy sleep strategies and how to maintain them •about the benefits of being outdoors and in the sun for physical and mental health •how to manage risk in relation to sun exposure, including skin damage and heat

	<p>stroke</p> <ul style="list-style-type: none"> •how medicines can contribute to health and how allergies can be managed •that some diseases can be prevented by vaccinations and immunisations •that bacteria and viruses can affect health •how they can prevent the spread of bacteria and viruses with everyday hygiene routines •to recognise the shared responsibility of keeping a clean environment
<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27 18th May & 1st, 8th, 15th- June (4 weeks)</p>	<ul style="list-style-type: none"> •about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes •that for some people their gender identity does not correspond with their biological sex •how to recognise, respect and express their individuality and personal qualities •ways to boost their mood and improve emotional wellbeing •about the link between participating in interests, hobbies and community groups and mental wellbeing
<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45 29th June & 6th, 13th-July (3 weeks)</p>	<ul style="list-style-type: none"> •to identify when situations are becoming risky, unsafe or an emergency •to identify occasions where they can help take responsibility for their own safety •to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour •how to deal with common injuries using basic first aid techniques •how to respond in an emergency, including when and how to contact different emergency services •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 of FGM

Year 6

Topics Autumn	Pupils will learn:
<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7 WKB 8th, 15th, 22nd, 29th Sep (4 weeks)</p>	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29 WKB 6th, 13th, 20th- Oct & 3rd Nov (4 weeks)</p> <p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34 10th 17th, 24th Nov & 1st, 8th Dec (5 weeks)</p>	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34 10th 17th, 24th Nov & 1st, 8th Dec (5 weeks)</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements

Topics Spring	Pupils will learn:
Belonging to a community Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21 5th 12th 19th 26th -Jan (4 weeks)	<ul style="list-style-type: none"> •what prejudice means •to differentiate between prejudice and discrimination •how to recognise acts of discrimination •strategies to safely respond to and challenge discrimination •how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups •how stereotypes are perpetuated and how to challenge this
Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16 2nd, 9th, 23rd-Feb & 2nd March (4 weeks)	<ul style="list-style-type: none"> •about the benefits of safe internet use e.g. learning, connecting and communicating •how and why images online might be manipulated, altered, or faked •how to recognise when images might have been altered •why people choose to communicate through social media and some of the risks and challenges of doing so •that social media sites have age restrictions and regulations for use •the reasons why some media and online content is not appropriate for children •how online content can be designed to manipulate people's emotions and encourage them to read or share things •about sharing things online, including rules and laws relating to this •how to recognise what is appropriate to share online •how to report inappropriate online content or contact
Money and Work Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24 9th, 16th, 23rd- March (3 weeks)	<ul style="list-style-type: none"> •about the role that money plays in people's lives, attitudes towards it and what influences decisions about money •about value for money and how to judge if something is value for money •how companies encourage customers to buy things and why it is important to be a critical consumer •how having or not having money can impact on a person's emotions, health and wellbeing •about common risks associated with money, including debt, fraud and gambling •how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk •how to get help if they are concerned about gambling or other financial risks
Topics Summer	Pupils will learn:

<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p> <p>20th, 27th- April & 4th, 11th- May (4 weeks)</p>	<ul style="list-style-type: none"> •that mental health is just as important as physical health and that both need looking after •to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support •how negative experiences such as being bullied or feeling lonely can affect mental wellbeing •positive strategies for managing feelings •that there are situations when someone may experience mixed or conflicting feelings •how feelings can often be helpful, whilst recognising that they sometimes need to be overcome •to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available •identify where they and others can ask for help and support with mental wellbeing in and outside school •the importance of asking for support from a trusted adult •about the changes that may occur in life including death, and how these can cause conflicting feelings •that changes can mean people experience feelings of loss or grief •about the process of grieving and how grief can be expressed •about strategies that can help someone cope with the feelings associated with change or loss •to identify how to ask for help and support with loss, grief or other aspects of change •how balancing time online with other activities helps to maintain their health and wellbeing •strategies to manage time spent online and foster positive habits e.g. switching phone off at night •what to do and whom to tell if they are frightened or worried about something they have seen online
<p>Growing and changing</p> <p>Human reproduction and birth; increasing independence; managing Transitions</p> <p>PoS Refs: H24, H33, H35, H36</p> <p>18th May & 1st, 8th, 15th- June (4 weeks)</p>	<ul style="list-style-type: none"> •to recognise some of the changes as they grow up e.g. increasing independence •about what being more independent might be like, including how it may feel •about the transition to secondary school and how this may affect their feelings •about how relationships may change as they grow up or move to secondary school •practical strategies that can help to manage times of change and transition e.g. practising the bus route to

	<p>secondary school</p> <ul style="list-style-type: none"> •identify the links between love, committed relationships and conception •what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults •how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb •that pregnancy can be prevented with contraception² •about the responsibilities of being a parent or carer and how having a baby changes someone's life
<p>Keeping safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> <p>29th June & 6th, 13th-July (3 weeks)</p>	<ul style="list-style-type: none"> •how to protect personal information online •to identify potential risks of personal information being misused •strategies for dealing with requests for personal information or images of themselves •to identify types of images that are appropriate to share with others and those which might not be appropriate •that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be •what to do if they take, share or come across an image which may upset, hurt or embarrass them or others •how to report the misuse of personal information or sharing of upsetting content/ images online •about the different age rating systems for social media, T.V, films, games and online gaming •why age restrictions are important and how they help people make safe decisions about what to watch, use or play •about the risks and effects of different drugs •about the laws relating to drugs common to everyday life and illegal drugs •to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs •about the organisations where people can get help and support concerning drug use •how to ask for help if they have concerns about drug use •about mixed messages in the media relating to drug use and how they might influence opinions and decisions