



## Muscliff Primary School

# PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) policy

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## 1) Our Vision and Values

Our school is a place where staff, directors and parents/carers **actively work together** to ensure all children receive an **engaging, ambitious, rich curriculum** to **inspire thinking** and **promote deep sustainable learning**.

Children become **lifelong learners, aspiring to high standards of achievement** in all areas of their life.

Children are supported through a **strong set of enduring values** which will provide the **solid foundation** for children as they discover their own individual **role and responsibilities** within the wider world:

- Resilience: in the face of challenge
- Responsibility: for our own actions and learning
- Kindness: showing empathy and tolerance towards others
- Curiosity: for lifelong learning in a rapidly evolving world
- Aspiration: for now and for the future

These values will underpin our teaching of PSHE and RSE.

## 2) Aims of this policy

At Muscliff Primary School, we believe that PSHE helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

Under the guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Muscliff are to:

- Support the spiritual, moral, cultural, mental and physical development of all children
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the children.
- Begin to prepare the children for the opportunities, responsibilities and experiences of later life
- Encourage children to value themselves and others
- Encourage children to acknowledge, appreciate and respect difference and diversity
- Teach children how to make informed choices
- Develop children's understanding of what constitutes a safe and healthy lifestyle
- Provide a framework and a safe environment in which open and sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Support children in identifying, understanding and managing their feelings and emotions
- Provide children with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help children to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare children for puberty, and the changes that will happen to their bodies
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

- Teach children the correct vocabulary to describe themselves and their bodies

### 3) **Statutory requirements**

At Muscliff Primary School, we teach PSHE and RSE as set out in this policy. 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](#)

It is also compulsory for all schools to teach Health Education.

Schools are also required to comply with relevant requirements of the Equality Act 2010.

We are not required to provide sex education, however as we follow the National Curriculum, we do need to teach the elements of sex education contained in the science curriculum (see Appendix 4).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

### 4) **Policy development**

This policy has been developed in consultation with staff, pupils, parents/carers and Governors.

The consultation and draft policy development process involved the following steps:

1. Review – a member of the leadership team pulled together all relevant information including relevant national and local guidance and public health data.
2. Staff consultation – school staff were given the opportunity to look at the implications of the statutory RSE guidance for our existing teaching of PSHE and other curriculum areas. They were able to make recommendations as to what they feel the children in their cohorts need and would benefit from.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil activity based on an activity recommended by the PSHE association.
4. Draft policy shared with Governors and staff for consultation.
5. Draft policy shared with parents/carers for consultation.
6. Changes made and policy ratified by Governors.
7. The policy will be renewed annually.

### 5) **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

**RSE is NOT about the promotion of sexual activity.**

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”*

*“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”*

*(Taken from the DfE Statutory Guidance for RSE and Health Education)*

## **6) Delivery of the PSHE and RSE Curriculum**

RSE objectives (see Appendix 3) are predominantly taught within our personal, social and health (PSHE) education curriculum. Some, including biological aspects of sex education, are taught within the science curriculum (see Appendix 4). Some aspects of the RSE curriculum may also be taught through our Online Safety or RE curriculum and indeed through any other areas as appropriate (for example through a key text in English).

At Muscliff, we have developed our own PSHE scheme of work for Years 1-6, based on a recommended model from the PSHE association. Lessons are based around a key question (theme) which changes half-termly or termly and is explored alongside our key values.

Please see Appendix 1 and 2 for more details of the PSHE curriculum across the school.

Relationships education (see Appendix 3) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include married/unmarried mums and dads, single parent families, LGBT parents/carers, families headed by grandparents/carers, adoptive parents/carers, 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 believe that pupils should be taught about and prepared for the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Health education (see Appendix 3) focuses on the characteristics of good physical health and wellbeing including:

- Mental wellbeing
- Internet Safety and harms
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students and will be taught all RSE objectives. Careful consideration is given concerning

the level of scaffolding needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

### **Inclusion.**

The PSHE and RSE policy reflects and is in line with the schools' equal opportunities policy. Our RSE teaching programme is an inclusive one, reflecting our ethos. Teachers will ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their needs, gender, ability, disability, religious beliefs, experiences and family background.

### **Peer-Peer Communication**

At Muscliff, we believe we have a duty to consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls from the early years. Our PSHE lessons will always be delivered to a mixed gender group. When teaching about puberty, we will provide opportunities for girls and boys to ask questions afterwards in a single sex group or indeed privately and confidentially.

### **Answering Difficult Questions**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics will be discussed using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions will be answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

### **LGBT (Lesbian, Gay, Bisexual and Transgender)**

Children are expected to have been taught LGBT content at "timely points" as part of RSE. Our current PSHE curriculum may indeed result in some discussion of this particularly within conversations about families or more specifically in the Y5 unit "What makes up our identity."

Paragraph 76 of the DfE Statutory Guidance for RSE and Health Education states that: "It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responses as citizens."

Our starting point will always be that families come in all sorts of different shapes and sizes, what matters is that everyone loves and cares for each other. It is never acceptable to make someone feel uncomfortable about who they are, or what their family looks like or believes.

We will answer any questions based on different relationships and feelings as sensitively and factually (according to the law) as possible. Should we be asked a question of a more scientific, religious or sexual nature we will suggest this question is asked at home and we will inform parents/carers/carers.

*\*At this time, the RSHE part of the curriculum is being reviewed by the DfE with the review expected to be published by the end of 2023. The content of this policy therefore reflects the current guidance.*

## **7) Roles and Responsibilities**

The governing body will approve the PSHE and RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive and non-biased way
- Being aware and mindful of the background, family structure and beliefs of the children in their class
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children

Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

## **Pupils**

Pupils are expected to engage fully in PSHE and RSE content and treat others with respect and sensitivity whilst doing so.

### **8) Parents/carers' right to withdraw**

DfE guidance states that parents/carers have a right to request that their child is withdrawn from sex education, but not from relationships education. "Parents/carers can ask their school for their child to be withdrawn from some or all of sex education lessons." However, as we are not required to provide sex education, we do not. To this end, there is no call for parents/carers to exercise this right to withdraw. (We do need to teach the elements of sex education contained in the science curriculum {see Appendix 4} which parents/carers do NOT have a right to withdraw their children from as this content is statutory.)

Parents/carers do not have the right to withdraw their children from relationships education. This includes education about puberty. Specific teaching about puberty will take place at the start of Year 5 (see appendix 1 and 2) and will complement the Science curriculum that term. Year 5 teachers will share resources with parents/carers ahead of teaching specifically about puberty and offer an opportunity for parents/carers to discuss any questions or concerns.

### **9) Training**

Training on the delivery of PSHE and RSE is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching RSE. Staff are also kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

### **10) Parental involvement**

Parents/carers are provided with the opportunity to find out about and discuss the school's PSHE programme through the year groups curriculum meetings, parents/carers evening, in policy development, the school website and our open-door policy.

### **11) Monitoring Arrangements**

The delivery of RSE is monitored by Emma Huns (Deputy Headteacher) through learning walks, discussions with staff and liaison with phase and curriculum leaders.

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

This policy will be initially reviewed after a year by Emma Huns. Following this, this policy will be reviewed either annually or at least every two years as appropriate. At every review, the policy will be approved by the Governing Body's curriculum committee and Headteacher.

Policy adopted: June 2020

## APPENDIX 1



### PSHE Whole School Overview

#### Question-based Curriculum Model

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	What is the same and different about us?	Who is special to us?	How can we look after each other and the world?	How can we make friends?	What helps us stay healthy?	Who helps to keep us safe?
<b>Text</b>	Marvellous Me	Stickman/Seasons	Supertato	The Ugly Duckling	The Extraordinary Gardener	Where in the World
<b>Value</b>	Aspiration	Curiosity	Responsibility	Kindness	Resilience	Curiosity
<b>Key Assessment Questions</b>	What is the same and different about us?	How does Stickman feel about his family?	How does Supertato create a happy supermarket?	How can the ugly duckling make friends?	Do you think the gardener is healthy?	Who helps to keep us safe?

				Are the other ducklings good friends?		
<b>Year 2</b>	What can help us grow and stay healthy?	What jobs do people do? What helps us stay safe?	What jobs do people do? What helps us stay safe?	What makes a good friend?	What is bullying?	How do we recognise our feelings?
<b>Text</b>	Somebody Swallowed Stanley	Vlad Great Fire	Hodgeheg	The Owl Afraid Dark	Jack Jelly Bean	Midsummer Night's Dream
<b>Value</b>	Responsibility	Curiosity	Resilience	Resilience	Aspiration	Kindness
<b>Key Assessment Questions</b>	What can help us grow and stay healthy?	Is it more safe today than it was in 1066? What dangers exist today that didn't in 1066? What safety measures do we have today that we didn't have in 1066?	When Max grows up, what job could he have and why?	How do you help your friends? How did Plop's friends support his fears?	Is the giant in our story a bully?	How do we know how each character is feeling? Create a feelings graph for a character in the story.

<b>Year 3</b>	How can we be a good friend?	Why should we eat well and look after our teeth?	What makes a community?	What keeps us safe?	How are families similar/different?	Why should we keep active and sleep well?
<b>Text</b>	Flat Stanley	The Worries	The Great Kapok Tree	Street Beneath	Accidental Billionaire	Arthur Golden Rope
<b>Value</b>	Curiosity	Resilience	Responsibility	Curiosity	Aspiration	Kindness
<b>Key Assessment Questions</b>	Stanley falls out with his friend accidentally over a misunderstanding. Give examples of how this might happen in the playground. What do we need to do to keep friendships healthy? Did Stanley sort the misunderstanding out	Should Sohol be worried about keeping healthy? What would Sohol do if he had a toothache?	If someone wanted to damage something special in our school, how would we react? How do you think the villagers felt about their kapok tree?	Was Mary Anning safe in her actions? What risks did she take?	Think about the different families in the books we have read. How do the families compare to Jasper's family?	Why should we keep active and sleep well?

<b>Year 4</b>	How do we treat each other with respect?	How do we treat each other with respect?	How can we manage our feelings?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?	What strengths, skills and interests do we have?
<b>Text</b>	Butterfly Lion	Varjak Paw	Shout Aloud Firework Maker's Daughter	Escape from Pompeii	Big Book of UK	Boy in the Globe
<b>Value</b>	Kindness	Resilience	Curiosity	Curiosity	Responsibility	Aspiration
<b>Key Assessment Questions</b>	What responsibilities does Bertie have towards his lion?	Should Varjak trust in the soggy hide away	When Lila disobeys her father, how might he feel? How does Lila feel?  How do their feelings change? Create a feelings graph.	Would you live in Pompeii?  Imagine you receive a text message from a friend saying they are not going to evacuate. What would you say to them?	How do you make a difference to protect the environment in our local area?	Set a personal goal for the holiday.

<b>Year 5</b>	How can friends communicate safely?  How will we grow and change? ( <i>Puberty</i> )	How can friends communicate safely?  How will we grow and change? ( <i>Puberty</i> )	How can friends communicate safely?	How can legal drugs affect health?  How can we help in an accident or emergency	What makes up our identity?  ( <i>LGBT</i> )	What jobs would we like?
<b>Text</b>	Charlie Chocolate	Narnia	Non-fiction space	Who let the gods out?	Wonder	Wonder
<b>Value</b>	Kindness	Curiosity	Responsibility	Resilience	Kindness	Aspiration
<b>Key Assessment Questions</b>	How would friends in Charlie and the Chocolate Factory communicate their news via text message?	Online safety – what are the golden rules?	If Fortnite online, would that effect the way he treats his brothers and sisters?	Why doesn't Elliott want to get help for Josie? What would the consequences be of not asking for help?	Palecio's message is to not judge people by their appearance. What are the key features of Auggie's identity?	Which job from these choices would Auggie most likely become as an adult and why?  An astronaut A teacher A surgeon

<b>Year 6</b>	How can the media influence people?		How can we keep healthy as we grow?		What will change as we become more independent? <i>(Sex Ed)</i>	
<b>Text</b>	Treasure Island	Letters Lighthouse	Frankenstein	Frankenstein	Beedle the Bard	Biography JK Rowling
<b>Value</b>	Curiosity	Resilience	Responsibility	Kindness	Curiosity	Aspiration
<b>Key Assessment Questions</b>	<p>If Jim had used the internet to research his adventure, would he still have gone?</p> <p>Create a 'fake' social media profile of Long John Silver – convince people that you are a kind person.</p> <p>*write a letter to your future self.</p>	<p>How did the 'Great British Spirit' help Britons during WW2? What role did propaganda have in supporting resilience?</p>	<p>Victor's lifestyle, caused by his obsession with science, was unhealthy and full of bad habits. Create a timeline that tracks the significant points in the decline in his health.</p> <p>Write a letter to Victor explaining you are worried. Urge him to ask for help.</p>	<p>Talk to Victor explaining you are worried. Urge him to ask for help.</p> <p>Is someone born to be kind or unkind?</p> <p>Does love and kindness keep us healthy?</p>	<p>Create a poster to support someone to seek help.</p> <p>Agony Aunt</p>	<p>What does it take to be a role model?</p> <p>Reflect back on your Year 6 experience. What advice would you have liked to have received on your first day? What might you have told this version of you?</p> <p>*Read your letter from Sept</p>



## APPENDIX 2

### PSHE (incl RSE) – Year group progression

<b>YEAR ONE</b>	
Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1  What is the same and different about us?	<ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> <li>• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</li> </ul>
Autumn 2  Who is special to us?	<ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul>
Spring 1  How can we look after each other and the world?	<ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> </ul>
Spring 2  How can we make friends?	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>
Summer 1  What helps us stay healthy?	<ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> <li>• how to manage change when moving to a new class/year group</li> </ul>
Summer 2  Who helps to keep us safe?	<ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe – the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</li> <li>• how to respond safely to adults they don’t know</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li><li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li></ul> |
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## YEAR TWO

Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1  What can help us grow and stay healthy?	<ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</li> <li>• that eating and drinking too much sugar can affect their health, including dental health</li> <li>• how to be physically active and how much rest and sleep they should have everyday</li> <li>• that there are different ways to learn and play; how to know when to take a break from screen-time</li> <li>• how sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul>
Autumn 2 & Spring 1  What helps us stay safe?  What jobs do people do?	<ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul>
Spring 2  What makes a good friend?	<ul style="list-style-type: none"> <li>• how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how people behave when they are being friendly and what makes a good friend</li> <li>• what we mean by a healthy friendship</li> <li>• how to resolve arguments that can occur in friendships</li> <li>• how to ask for help if a friendship is making them unhappy</li> </ul>
Summer 1  What is bullying?	<ul style="list-style-type: none"> <li>• How words and action can affect how people feel.</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>• how to respond if this happens in different situations</li> <li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>
Summer 2  How do we recognise our feelings?	<ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>

### YEAR THREE

Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1  How can we be a good friend?	<ul style="list-style-type: none"> <li>• friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul>
Autumn 2  Why should we eat well and look after our teeth?	<ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>• how people make choices about what to eat and drink, including who or what influences these</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul>
Spring 1  What makes a community?	<ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make               <ul style="list-style-type: none"> <li>• how to be respectful towards people who may live differently to them</li> </ul> </li> </ul>
Spring 2  What keeps us safe?	<ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers               <ul style="list-style-type: none"> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns                   <ul style="list-style-type: none"> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul> </li> </ul> </li> </ul>
Summer 1  How are families similar/different?	<ul style="list-style-type: none"> <li>• how families differ from each other (including that not every family has the same family structure, e.g. married/unmarried mums and dads, single parents/carers, same sex parents/carers, step-parents/carers, blended families, foster and adoptive parents/carers)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li> <li>• how people within families should care for each other and the different ways they demonstrate this</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>
Summer 2  Why should we keep active and sleep well?	<ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> </ul>

	<ul style="list-style-type: none"> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>
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<b>YEAR FOUR</b>	
Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1 and 2  How do we treat each other with respect?	<ul style="list-style-type: none"> <li>• how people’s behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• What a stereotype is and how they can be unfair, negative or destructive.</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>
Spring 1  How can we manage our feelings?	<ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others’ feelings</li> </ul>
Spring 2  How can we manage risk in different places?	<ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people’s online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>
Summer 1  How can our choices make a difference to others and the environment?	<ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>
Summer 2  What strengths, skills and interests do we have?	<ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>



**YEAR FIVE**

Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1  How will we grow and change? (Puberty)	<ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>
Autumn 2 Spring 1  How can friends communicate safely?	<ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>
Spring 2  How can we help in an accident/emergency?  How can drugs common to everyday life affect health?	<ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>
Summer 1  What makes up our identity?	<ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and some people feel that this does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul>
Summer 2  What jobs would we like?	<ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university                             <ul style="list-style-type: none"> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> </ul> </li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> </ul>

	<ul style="list-style-type: none"> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>
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<b>YEAR SIX</b>	
Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1 & Autumn 2  How can the media influence people?	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li> </ul>
Spring 1 & Spring 2  How can we keep healthy as we grow?	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices</li> </ul> </li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>
Summer 1 & Summer 2	<ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> </ul>

<p>What will change as we become more independent?</p>	<ul style="list-style-type: none"><li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li><li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li><li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li><li>• how puberty relates to growing from childhood to adulthood</li><li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li><li>• how friendships may change as they grow and how to manage this</li><li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li></ul>
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## APPENDIX 3



### Statutory Relationships education expectations

By the end of primary school, pupils will need to know:

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

- a) That families are important for children growing up because they can give love, security and stability
- b) 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
- c) 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
- d) 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
- e) That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- f) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

#### **2) Caring friendships**

- a) How important friendships are in making us feel happy and secure, and how people choose and make friends
- b) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- c) That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- d) 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
- e) 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

#### **3) Respectful relationships**

- a) The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- b) Practical steps they can take in a range of different contexts to improve or support respectful relationships
- c) The conventions of courtesy and manners.

- d) The importance of self-respect and how this links to their own happiness
- e) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- f) 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
- g) What a stereotype is, and how stereotypes can be unfair, negative or destructive
- h) The importance of permission-seeking and giving in relationships with friends, peers and adults

#### **4) Online relationships**

- a) That people sometimes behave differently online, including by pretending to be someone they're not
- b) That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- c) The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- d) How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- e) How information and data is shared and used online

#### **5) Being safe**

- a) What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- b) About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- c) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- d) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- e) How to recognise and report feelings of being unsafe or feeling bad about any adult
- f) How to ask for advice or help for themselves or others, and to keep trying until they're heard
- g) How to report concerns or abuse, and the vocabulary and confidence needed to do so
- h) Where to get advice (e.g. family, school and/or other sources)

#### **Sex education expectations**

*There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:*

- *Make sure boys and girls are prepared for the changes that adolescence brings*
- *Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born*

## APPENDIX 3



### Statutory Health education expectations

By the end of primary, pupils will need to know:

#### 6) **Mental wellbeing**

- a) That mental wellbeing is a normal part of daily life, in the same way as physical health
- b) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- c) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
  - d) How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
  - e) The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
  - f) Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
  - g) Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
  - h) That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
  - i) Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
  - j) It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

#### 7) **Internet safety and harms**

- a) That for most people the internet is an integral part of life and has many benefits
- b) About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- c) How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- d) Why social media, some computer games and online gaming, for example, are age restricted
- e) That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

- f) How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- g) Where and how to report concerns and get support with issues online

#### **8) Physical health and fitness**

- a) The characteristics and mental and physical benefits of an active lifestyle
- b) The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- c) The risks associated with an inactive lifestyle (including obesity)
- d) How and when to seek support including which adults to speak to in school if they're worried about their health

#### **9) Healthy eating**

- a) What constitutes a healthy diet (including understanding calories and other nutritional content)
- b) The principles of planning and preparing a range of healthy meals
- c) 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)

#### **10) Drugs, alcohol and tobacco**

- a) The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

#### **11) Health and prevention**

- a) How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- b) About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- c) The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- d) About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- e) About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- f) The facts and science relating to immunisation and vaccination

#### **12) Basic first aid**

- a) How to make a clear and efficient call to emergency services if necessary
- b) Concepts of basic first aid, for example dealing with common injuries, including head injuries

#### **13) Changing adolescent bodies**

- a) Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- b) About menstrual wellbeing including the key facts about the menstrual cycle

## **APPENDIX 4**

### **Statutory Science Objectives relating to Sex Education**

Year 5 Living things and their habitats:

Pupils should be taught to:

- ♣ describe the life process of reproduction in some plants and animals

Year 5 Animals including humans:

Pupils should be taught to:

- ♣ describe the changes as humans develop to old age.