



St. Anne's CE Primary and Nursery School

PSHE and RSE policy

Reviewed and updated

April 2023

Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



Vision and Values

Our school vision is to be the best version of ourselves that God created us to be – with minds to learn and hearts to care.

Who are we as a school? This is our deeply Christian vision which is firmly rooted in the bible.

Jesus summed up his most important teaching by quoting the greatest commandment –

Love the Lord your God with all your heart, with all your soul with all your mind. And love your neighbour as yourself. (Matthew 22v37-39)

At St Anne's our vision is for everyone who is part of our school community to live life to the full and to treat everyone with compassion and respect.

This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.

Why are we here? These are our values:

Loving God with all of our heart

We want everyone at St Anne's to be the best version of themselves. We believe this is about everyone being authentic, open and honest.

We are dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

Loving God with all our soul

We want to nurture the spiritual life of everyone in our school family recognising that "spirituality is like a bird; if you hold it too tightly, it chokes; if you hold it too loosely, it flies away. Fundamental to spirituality is the absence of force." Rabbi Hugo Gryn

To promote our Christian ethos and values through lively, intelligent and creative participation.

To provide an inviting, inclusive school environment where all members of the school community, of all faiths or none, are valued, respected and care for one another.

To encourage and develop links between the school, home, our parishes and the local, national and global community.

Loving God with all our mind

To provide a high quality and nurturing learning environment.

To be dedicated to continuous improvement, challenging ourselves, celebrating our successes and always aspiring to be "the best we can be".

To enable each child and adult to flourish and achieve.

How then do we live? All of this shapes our school life.

Daily collective worship is at the centre of school life and enables children to experience the diversity of Christian practice and tradition.

High quality, effective, academic religious education allows pupils and adults alike to flourish.

Throughout all our school life our Christian vision and values promote social and cultural development through the practice of forgiveness and reconciliation. They encourage good mental health and enable children and adults, whatever their background or ability, to flourish and live well together.

The vision is used to ensure our policies, curriculum and extracurricular opportunities meet the academic and spiritual needs of all learners.

We describe all our activities in terms of how the vision and values inspire our whole school community, children and adults, to engage in social action and to be courageous advocates for change in their local, national and global communities

Our Christian vision supports the character and moral development of all pupils and adults, giving them aspiration for themselves and hope for the communities of which they are a part. It fosters dignity and respect, enabling everyone to be the person God created them to be, to achieve the most they can, and to inspire hope for others in the local community and beyond.

In developing this policy, we undertake to follow the principles in the Church of England '*Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)*'. (Appendix 1)

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2020)
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2022
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- DfE (2013) Science programmes of study: key stages 1 and 2
- Valuing All God's Children (2019)

This policy works in conjunction with our:

- Online Safety Policy
- Anti-bullying Policy
- Behaviour Policy
- Keeping Children Safe in School Policy
- Equality Policy Statement

- Mental Health and Well-being Policy
- SEND Policy
- SMSC Policy

Definitions

For the purposes of this policy **Relationships Education** is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy **Relationships and Sex Education** is defined as teaching pupils lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships both on and off line, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

For the purposes of this policy **Health Education** is defined as teaching the characteristics of good physical health and mental wellbeing, recognising the link between the two and being able to make healthy lifestyle choices.

In addition, St Anne's believes that PSHE and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Organisation and content

PSHE and RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

Through the curriculum, we will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

School will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Staff at St. Anne's deliver PSHE and RSE through specific lessons though it also links in to other curriculum subjects such as RE or Science lessons. It will be led, resourced and reported to parents in the same way as any other subject. Opportunities to cover PSHE and RSE may also be taken during residential trips, special focus days, educational visits and specialist visitors.

Teachers, along with Teaching Assistants, deliver the PSHE / RSE curriculum, with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the topics as they are aware of each pupil's individual circumstances.

Any PSHE / RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, staff and children will work together to develop a group/classroom agreement, known as ground rules, that children will follow for each lesson. This will create a safe and supportive learning environment which allows children to feel comfortable to speak openly and honestly, but will also prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

Staff who are uncomfortable with teaching certain aspects of the RSE curriculum will be supported to do so. This may involve accessing specialist teachers and other professionals. Support and professional development will be provided, so that they can develop their confidence in delivering the whole of the curriculum.

At St. Anne's all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used in an age and stage appropriate way. The correct terms help children to report abuse and, as a school using the correct terms for the parts of

the bodies listed, strengthens our approach to safeguarding children and links strongly with our RSE.

Teaching in EYFS will be different, being based upon the Early Learning Goals. It will be child led to reflect the interests of the children and the needs of the school. Children will take part in whole school themes when they are appropriate.

We use the Kapow scheme for the teaching of PSHE and RSE combined. The scheme meets the statutory RSE requirements for primary schools. This is a spiral curriculum where children can build upon knowledge and skills from previous learning and develop this at an age appropriate level and explore learning to increasing depths.

All classes cover the following units:

- Family and Relationships
- Health and Wellbeing
- Safety
- The Changing Body
- Citizenship
- Economic Wellbeing
- Transition

Inclusion

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher or Subject Leader.

We will ensure our provision is inclusive to all pupils, including those pupils with Special Needs. We will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

It is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity and answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality, need to feel that relationship education is relevant to them.

Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos is maintained and developed through the subjects.

The Special Interest Governor for RSE is Mrs Angela Smith.

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements.
- Ensuring the curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the
- headteacher.

Subject leader is Mrs S Binks

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy. Safeguarding lead is the Head Teacher.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with other professionals, where appropriate, to support the delivery of the curriculum.
- Working with the PSHE / RSE subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.

SENCO is Miss E Taylor

Working with parents/carers and the wider community

Here at St. Anne's we believe the role of parents in the development of their children's understanding about relationships, sex and health is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

We may also engage with parents via our school weekly newsletter, online surveys and opportunities to ask questions. We value the views of parents in shaping our curriculum.

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Right to be excused from Sex Education

The Kapow curriculum does cover conception, pregnancy and birth. This is a Year 6 unit, lessons 5 and 6.

During parent/carer consultation, the following will be discussed:

- specific content of what would be taught, how and when
- their right to withdraw their child from some or all of the sex education that goes beyond the national curriculum for science and health education.

Any parents wishing to speak with the Head Teacher or subject lead before making any decision regarding their child, would be welcomed to do so.

Safeguarding reports of abuse and confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

Monitoring and Evaluation of PSHE / RSE

Assessment is carried out where appropriate, for example, at the start, to gather the baseline knowledge and at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. As a school we will monitor progress and impact throughout the delivery of the PSHE / RSE.

Each year group will keep a floor book of evidence. These will be evaluated as part of the school monitoring schedule. The subject lead will also liaise with the RSE governor as part of the governor monitoring schedule.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the PSHE / RSE policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

Date policy approved/adopted	
Next review date	
Approved by:	
Head teacher	
Governor	

Appendices:

- 1. Church of England Principles and Charter for RSE and RSHE**

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education¹ (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.



All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Some key principles

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches², especially in relation to LGBT+ people, which provide helpful context and principles for schools.

Church of England schools should ensure that their RSHE³ curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.



¹ Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.

² www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf

³ The rest of this document uses RSHE to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context.

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others⁴. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010⁵. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age- appropriate provision. In Church of England secondary schools Relationships, Sex and Health Education will be taught. In all schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'.⁶

All schools should approach RSHE in a faith-sensitive⁷ and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

⁴ SIAMS Evaluation Schedule, page 11. Available at

⁵ Equality Act 2010. Available at www.legislation.gov.uk/ukpga/2010/15/contents

⁶ Relationships Education, Relationships and Sex Education (RSE) and health education 2019. Available at www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education page 18 paragraph 49.

⁷ The use of this term draws on Dr Jo Sell's her recent research 'Relationships and Sex Education: Giving voice to young people of different faiths and none in regard to faith-sensitive relationships and sex education', which is due to be published by UCL.

**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS
EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND
HEALTH EDUCATION (RSHE)¹**

In St. Anne's Church of England Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

- shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
 - 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
 - 7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
 - 8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

2. PSHE Association Medium Term Plans for each year group 1-6

YEAR 1 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common 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 	PSHE Association – Inclusion, belonging and addressing extremism Medway Public Health Directorate - Primary RSE Lessons FPA – Growing up with Yasmine and Tom (E)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1) FPA – Growing up with Yasmine and Tom(E)
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	1 decision - Keeping/staying healthy (E) FPA – Growing up with Yasmine and Tom(E) PSHE Association - Dental Health PSHE Association – Drug and Alcohol Education Lifebuoy - 'Soaper Heroes' lesson plans PSHE Association - Health Education: food choices, physical activity & balanced lifestyles
		<ul style="list-style-type: none"> why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this 	1decision – Money matters (E) Experian - Values, Money and Me (KS1)
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know 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 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 	1 decision – Keeping/staying safe (E) FPA – Growing up with Yasmine and Tom (E)
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group 	Medway Public Health Directorate - Primary RSE Lessons 1 decision - Being responsible (E) Experian - Values, Money and Me (KS1)

YEAR 2 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy 	FPA – Growing up with Yasmine and Tom (E)
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	1 decision - Relationships (E)
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life 	

Spring 2 What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	<ul style="list-style-type: none"> 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) 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 how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets how not everything they see online is true or trustworthy and that people can pretend to be someone they are not 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 	Thinkuknow: Jessie and Friends 1 decision - Computer safety / Hazard watch (E) PSHE Association - Drug and Alcohol Education (Year 1-2) BBFC - 'Watch Out! Helping to make good viewing choices'
Summer 1 What can help us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	<ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles 1 decision - Keeping/staying healthy (E) PSHE Association - Dental Health PSHE Association - The Sleep Factor
Summer 2 How do we recognise our feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	<ul style="list-style-type: none"> how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good 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) how feelings can affect people in their bodies and their behaviour ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it 	PSHE Association - Mental health and wellbeing 1 decision - Feelings and emotions (E) Winston's Wish - Loss and Bereavement

YEAR 3 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	Medway Public Health Directorate -Primary RSE lessons' FPA – Growing up with Yasmine and Tom (E)
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers 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 how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) 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) how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services 	PSHE Association – Drug and Alcohol Education (Year 3-4) Environment Agency – Canal and river safety / Flood alert Lifebuoy – 'Soaper Heroes' lesson plans

Spring 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	Coram Life Education – Adoptables Schools Toolkit FPA – Growing up with Yasmine and Tom (E)
Spring 2 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, LB	<ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them 	PSHE Association - Inclusion, belonging and addressing extremism Premier League Primary Stars – Diversity Worcester University - Moving and moving home
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	<ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these how, when and where to ask for advice and help about healthy eating and dental care 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Dental Health

Summer 2 Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	<ul style="list-style-type: none"> how regular physical activity benefits bodies and feelings how to be active on a daily and weekly basis - how to balance time online with other activities how to make choices about physical activity, including what and who influences decisions how the lack of physical activity can affect health and wellbeing how lack of sleep can affect the body and mood and simple routines that support good quality sleep how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
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YEAR 4 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	Premier League Primary Stars – Self-esteem / Resilience FPA – Growing up with Yasmine and Tom (E)
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return the relationship between rights and responsibilities 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)* the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement (E)

Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings 	PSHE Association – Mental health and wellbeing Winston's Wish – Loss and bereavement
Spring 2 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	Medway Public Health Directorate - Primary RSE lessons FPA – Growing up with Yasmine and Tom (E)
Summer 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	<ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment 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) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way 	Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution RSPCA - Compassionate classroom lessons Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) 1decision – Being responsible / The working world (E) Experian - Values, Money and Me (KS2)

Summer 2 How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • 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) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • 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 	PSHE Association and GambleAware - Exploring risk (KS2) Google & Parentzone - Be Internet Legends FPA - Growing up with Yasmine and Tom (E) PSHE Association - Drug and Alcohol Education (Year 3-4) Environment Agency - Canal and river safety / Flood alert
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YEAR 5 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	PSHE Association - Inclusion, belonging and addressing extremism Premier League Primary Stars - Developing values Coram Life Education - 'The Belonging Toolkit'
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	Experian - Values, Money and Me (KS2)
Spring 1 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help 	St John Ambulance: 'First Aid Training in School' lesson plans, KS2

		<ul style="list-style-type: none"> the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	
Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe 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 how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	Thinkuknow - Play, Like, Share Google & Parentzone - Be Internet Legends FPA - Growing up with Yasmine and Tom (E)
Summer 1 How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	<ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs 	1decision - Keeping/staying healthy (E) PSHE Association - Drug and Alcohol Education (Year 5-6)

Summer 2 What jobs would we like?	Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	<ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	LOUD! Network - Job skills, influences and goals
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YEAR 6 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 & 2 How can we keep healthy as we grow?	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • 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 • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	PSHE Association - Health Education: food, choices, physical activity & balanced lifestyles PSHE Association - Mental health and wellbeing PSHE Association and - The sleep factor (KS2) Every Mind Matters - Sleep, Social media & physical wellbeing (KS2) PSHE Association - Dental Health PSHE Association - Drug and Alcohol Education (Year 5-6) Lifebuoy - 'Soaper Heroes' lesson plans PSHE Association - Keeping safe: FGM

		<ul style="list-style-type: none"> • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ 	
Spring 1 & 2 How can the media influence people?	Living the wider world Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • 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 • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	PSHE Association - Inclusion, belonging and addressing extremism PSHE Association, National Literacy Trust and The Guardian Foundation - NewsWise, Lessons 3, 5, and 6 BBFC - Let's watch a film - making choices about what to watch Every Mind Matters - Social Media PSHE Association - Drug and Alcohol Education (Year 5-6) City of London Police - Cyber Detectives
Summer 1 & 2 What will change as we become more independent?	Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • 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 	Medway Public Health Directorate - Primary RSE lessons (Y6) FPA - Growing up with Yasmine and Tom (E)

¹ Teaching about FGM could also be included in units on health, safe relationships, privacy and body parts (including external genitalia)

<p>How do friendships change as we grow?</p>	<p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • 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 	<p>PSHE Association – Mental health and wellbeing</p> <p>City to Sea – Rethink Periods</p> <p>Every Mind Matters – Transition to secondary school</p>
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3. PSHE Association Programme of Study

KEY STAGE 1-2

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

CORE THEME 1: HEALTH AND WELLBEING

KS1 Learning opportunities in Health and Wellbeing	KS2 Learning opportunities in Health and Wellbeing
<p><i>Pupils learn...</i></p>	<p><i>Pupils learn...</i></p>
<p>Healthy lifestyles (physical wellbeing)</p>	
<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>
<p>Mental health</p>	
<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>

	<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
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Ourselfs, growing and changing

<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>
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	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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Keeping safe

<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p>
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¹ Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

	<p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk²</p>
Drugs, alcohol and tobacco	
<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>

CORE THEME 2: RELATIONSHIPS

KS1 Learning opportunities in Relationships	KS2 Learning opportunities in Relationships
<i>Pupils learn...</i>	<i>Pupils learn...</i>
Families and close positive relationships	
<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>

Friendships

<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
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Managing hurtful behaviour and bullying

<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>
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Safe relationships

<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
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Respecting self and others

<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
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R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 3: LIVING IN THE WIDER WORLD

KS1 Learning opportunities in Living in the Wider World

Pupils learn...

KS2 Learning opportunities in Living in the Wider World

Pupils learn...

Shared responsibilities

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	L11. recognise ways in which the internet and social media can be used both positively and negatively
L8. about the role of the internet in everyday life	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
L9. that not all information seen online is true	L13. about some of the different ways information and data is shared and used online, including for commercial purposes
	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
	L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources	L17. about the different ways to pay for things and the choices people have about this
L11. that people make different choices about how to save and spend money	L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
L13. that money needs to be looked after; different ways of doing this	L20. to recognise that people make spending decisions based on priorities, needs and wants
	L21. different ways to keep track of money
	L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
	L24. to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work and career

L14. that everyone has different strengths	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L15. that jobs help people to earn money to pay for things	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L16. different jobs that people they know or people who work in the community do	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L17. about some of the strengths and interests someone might need to do different jobs	L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
	L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	L31. to identify the kind of job that they might like to do when they are older
	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

