



RSHE Policy

Incorporating RSE, Health Education and PSHE

October 2025

To be reviewed following implementation of
new RSHE outcomes (by September 2026)

RSHE at Henry Whipple

At Henry Whipple Primary School we recognise the value and importance of Personal Social Health Economic and Relationships education. We are committed to providing a safe, engaging learning environment for our pupils, where they can flourish. This forms the basis of our vision for all children to Believe, Belong and Achieve. We believe it allows our pupils to become healthy, safe, independent and responsible members of our school and the wider community.

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

The aims of our RSHE Curriculum:

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. Through our curriculum we aim to:

- *Develop thinking skills*
- *Build positive relationships with their peers and adults*
- *Enable children to make safe and responsible choices*
- *Provide opportunity for children to learn about drugs, alcohol and smoking and the dangers and how to make responsible decisions*
- *An understanding of eating healthy*
- *To develop an understanding of money and finance*
- *An understanding of bullying/cyber-bullying, what the signs are and who to go to for support*
- *To develop an understanding of how to stay safe on the internet.*

- *An understanding of the importance of physical education, staying fit and it's links to healthy eating*
- *Developing an understanding and awareness of growing up and relationships*
- *Develop an understanding of how the adolescent body changes.*
- *To promote an understanding of mental well-being.*
- *To ensure children have an understanding of basic first aid.*
- *To provide quality relationships and sex education.*

Teaching

The RSHE program is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others. The RSHE curriculum is carefully planned for and we ensure learning builds upon that taught the previous year. Pupils have opportunities to debate throughout PSHE and ground rules are set out before teaching sensitive subjects to ensure children feel confident to share their thoughts. Please see Appendix A for a whole school progression, which outlines what children will learn in each year group.

Teachers will answer questions as openly as they can if appropriate to do so in front of the whole class. Small groups can be consulted further when more sensitive needs arise. Parents will be consulted if children have many sensitive questions. Children will be provided with opportunities to ask questions in alternative ways if they do not wish to share their questions in front of the whole class (for example, post-it notes).

In the instance of new issues or needs arising in a class, teachers may respond by teaching lessons that are not outlined for that term on the curriculum.

Learning

RSHE at Henry Whipple is taught from F2 to Y6, and is broken down different specific areas of learning:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Mental well-being
- Internet safety and harms
- Online relationships
- Finance
- Drugs, alcohol and tobacco
- Basic First Aid
- Health and prevention

- Being safe
- Changing adolescent bodies
- Physical health and fitness
- Moving on
- Becoming an active citizen
- Prevent

All the topics above are taught at age appropriate level across school. This is to ensure children have an awareness and understanding of the topics.

External providers

Children will have access to learning delivered by external providers to enhance their knowledge.

This includes but is not limited to:

- Mini First Aid (Years 2, 4 and 6)
- Teddy Bear Hospital (Foundation)
- The GREAT Project (Year 5)
- DART (Year 6)
- NSPCC Workshops

Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that we are transparent as possible with our RSHE teaching and we are willing to answer any questions regarding a child's RSHE curriculum that a parent/carer may have.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and celebration. We want every child and family to feel included, respected and valued.

Special Educational Needs and Disabilities

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, an

adapted approach may be necessary to ensure learning outcomes are met. Teachers respond to any needs with an adaptive teaching approach. Children will be supported using clues in blue, direct instruction and adapted resources where appropriate. PSHE lessons are recorded in a group floor book, encouraging collaborative working and opportunity for discussion, for pupils to gather a greater understanding and clarify ideas. RSHE lessons are based upon the objectives set out in the statutory guidance and our own RSHE curriculum, but are adapted where necessary to meet the ever changing and arising needs of our children. 'Ground rules' are set at the beginning of any lesson with a sensitive topic and children are made aware that they can approach teaching staff after a lesson to talk further about these topics.

Gender and LGBT+

Through our relationships education we aim to promote gender equality and challenge stereotypes. We are committed to providing a curriculum that ensures every pupil feels valued and included. We are committed to providing an LGBT+ inclusive curriculum. A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others throughout all year groups. This reflects both our school community and wider society. Children will be introduced to and begin to understand terms relating to gender identity from year 5.

Sex Education

In addition to Relationships and Health Education we also cover sex education in year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent and contraception. Parents are able to withdraw their child from this learning if they choose to.

Right to withdraw from sex education:

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education (From September 2020). You can see which parts of our programme are sex education in our school framework (Appendix A). Parents can exercise their right to withdraw their child from sex education in year 6 by sending a letter to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

Monitoring, Assessment and Review

The PSHE Co-ordinator is Danica Caunt. The PSHE E Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of RSHE, by giving them information about current developments in the subject. Individual and class work is collated in floor books, where evidence of RSHE learning and progress in each year group can be found. The RSHE co-ordinator has meetings with the Local Authority to support our RSHE curriculum. Areas for further development are discussed with Cari Burgess and Sarah Winter (Head Teacher and Deputy Head Teacher) and colleagues.

Menstrual wellbeing

Some pupils will begin menstruation in primary school. When a pupil starts menstruating in school we will support them on-site and inform parents. Our RSHE programme covers information about menstruation in years 5 and 6. If your child has difficulties managing their periods at school please speak to the class teacher or Miss Keetley for support.

Links to other policies:

- Anti-Bullying Policy
- Equality Policy
- Growing Up and Relationships Policy
- Healthy Eating Policy
- ICT Policy
- Safeguarding Policy

Parental Engagement

Throughout each academic year, we will send resources from each year group and a copy of the curriculum out to parents, with the opportunity for parents to provide feedback through a questionnaire.

	PHSE Progression Map						
Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Personal Education							
Moving on	- Identifying positive achievements during their time in F2 - Identifying their strengths, areas for improvement and set themselves some goals for Year 1 - Explaining what they are worried about, how to address these worries and what they are looking forward to in Year 1 - Expectations of Year 1, including classroom and	- Identifying positive achievements during their time in Year 1 - Identifying their strengths, areas for improvement and set themselves some goals for Year 2 - Explaining what they are worried about, how to address these worries and what they are looking forward to in Year 2 - Expectations of Year 2 - Reasons why change can feel uncomfortable - Dealing with and strategies	- Identifying positive achievements during their time in Year 2 - Identifying their strengths, areas for improvement and set themselves some goals for Year 3 - Explaining what they are worried about, how to address these worries and what they are looking forward to in Year 3 - Expectations of Year 3 - Changes we want to happen can sometimes feel uncomfortable but they have identified ways they can manage those feelings	- Identifying positive achievements during their time in Year 3 - Identifying their strengths, areas for improvement and set themselves some goals for Year 4 - Explaining what they are worried about, how to address these worries and what they are looking forward to in Year 4 - Expectations of Year 4 - Other people may behave in different ways when they are finding change difficult.	- Identifying positive achievements during their time in Year 4 - Identifying their strengths, areas for improvement and set themselves some goals for Year 5 - Explaining what they are worried about, how to address these worries and what they are looking forward to in Year 5 - Expectations of Year 5 - Recognise the changes they can make happen. They	- Identifying positive achievements during their time in Year 5 - Identifying their strengths, areas for improvement and set themselves some goals for Year 6 - Explaining what they are worried about, how to address these worries and what they are looking forward to in Year 6 - Expectations of Year 6 - Dealing with the feelings that sometimes arise from changes	- Identifying positive achievements during their time in Primary School - Explain what they are worried about and what they are looking forward to in Year 7 - Identifying their strengths, areas for improvement and set themselves some goals for Year 7 - What to expect when they start Year 7 - Take part and reflect on a planned programme of

	provision changes. Why change can feel uncomfortable and what to do when these feelings arise.	for coping with the feelings that sometimes arise from changes	Opportunities and responsibilities that can arise as they become older more independent.	Identifying these behaviours.	can make some changes quickly and easily but also know that some changes are hard and can take a long time Setting personal goals and plans to how they can be achieved.		transition to KS3 Identify how change can interfere with our feelings of belonging
<i>Being Safe (Relationships Education)</i>	- Identify the feelings of being unsafe and when these feelings may occur. - Describing feelings of being unsafe and seek help from an appropriate grown-up. - School rules regarding safety, including around what kind of touch is appropriate including that from peers (child on child abuse).	- Some parts of their body are 'private' and that they should not be touched by others unless there is a medical reason or a trusted adult is helping them with hygiene. - The PANTS rule. - Know that their body belongs to them and how to judge what kind of physical contact is unacceptable, comfortable and uncomfortable	- The names for the main body parts (including 'private' parts - penis, testicles, vagina, nipples, anus) - Who they can go to if they are worried about anything in and out of school. - Individuals have rights over their own bodies and that there are differences between good and bad touching (PANTS) - there are parts of the body that should not be touched by others unless there are	- Asking for help and about people who are responsible for keeping them healthy and safe. - The difference between secrets and surprises and know that some secrets should be told to a trusted adult. - Judging what kind of physical contact is acceptable or unacceptable (PANTS) (including child on child abuse) and if they are worried about something that	Personal boundaries; they know what they are willing to share with special people, friends, classmates and others; and that we all have rights to privacy (child on child abuse)	- That the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and the media (link child on child abuse) - The difference between appropriate and inappropriate physical contact and know when, where and how to seek help if they experience inappropriate touching	- That the letters FGM stand for 'Female Genital Mutilation' and that changing or removing female private parts causes harm and is against the law if it happens to someone who lives in this country - Responding to challenges including recognising, managing and assessing risks in different situations and can manage them

	Know which parts of the body are private (PANTS rule) and to know that toilet time is private and should not be shared (child on child abuse).	and how to respond (including who to tell and how to tell them) (including child on child abuse) - Adults they can go to if they are worried about anything - Responding appropriately and safely to people they don't know (strangers) both on and offline.	particular reasons why (including peers - child on child abuse) What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy; and when it is not ok to keep secrets	has or may happen to any part of their body they know how to respond -including who they should tell and how to tell them. Being safe when navigating around different areas, remembering to stay close with grown ups they trust.			responsibly, including judging what kind of physical contact is acceptable or unacceptable Asking for help and having a range of strategies to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong including when to share a confidential secret (link child on child abuse)
<i>Internet Safety and Harms</i>	Know about how the internet is useful and the ways that it can be used - games, finding information,	Know some ways that the internet can be used to support learning in and out of school (learning websites, research).	Private information - don't share it online or in person without permission from a parent, carer or member of school staff.	Know the risks when communicating online and demonstrate ways of reducing the risk to ensure themselves and their friends	- That not everything on the internet is true and know what to do if they access something inappropriate - The need to keep some	How to recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for	That a mobile phone and/or tablet should be used responsibly; e.g. safe keeping (looking after it) and safe user habits

	keeping in contact. • Know how they may use the internet in their school and home and the different devices that adults may use the internet on. • Basic safety rules for using the internet in school and at home - links to Smartie The Penguin (pop ups, always asking grown ups) • How to recognise when something is unsafe on electronic devices - Pop ups - Smartie the Penguin.	• Know ways to keep themselves safe online and to demonstrate some ways of reducing risk when playing games (adult permission and supervision, never talking to strangers) • Know that some games are not appropriate for their age.	• That some websites, games and social media sites may not be age-appropriate and they know what to do if they find something inappropriate online (reporting to a trusted adult, exiting).	are safe online when using websites, playing games, using email/text/video chat • Rationing time spent online and the benefits of this. • How to get help if they are worried about something online.	information private in order to protect themselves when communicating online and implement strategies to do this. • Recognise that online communications may be used for manipulation or persuasion and they have ways of managing this including where to get help if they think some of their private information is on the internet.	identifying the origin of a website. • How to use online tools safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. • How some people use online technology to bully other people and they know how to seek help if this happens to them or a friend (link child on child abuse) • The potential risks of providing personal information in an increasing range of online technologies both within and outside school • How to use a range of	(time limits, use of passcode, turning off at night etc) • The need to use respectful language and know the legal consequences for sending offensive online communications • How to critically examine what is presented to them in social media and why it's important to do so • The importance of being careful in what they forward to others and the impact messages can have. • The consequences and dangers of sending naked images of themselves online, resisting and
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						strategies to protect their personal information, including passwords, addresses and images of themselves and others • How to present themselves safely online eg social media sites, online gaming • The risks of online streaming and sending images of themselves online and how to respond if someone asks them to send an image of their body • How computer games are classified and why	reporting pressure to do this and where to get support if they experience this. • How to get help with issues online and how to report concerns
<i>Becoming an Active Citizen</i>	• How to express a simple opinion and be able to express this (link communication and language).	• How to express a simple opinion, agreement and disagreement with respect - debate opportunities. • How they play a full part in the life of their	• How to take part in discussions/simple debates with others about topical issues • Know that people and other living things have needs	• Know how to participate in making and changing rules - acceptance pledge. • Know why different rules are needed in	• Why and how rules and laws are made and enforced in Britain and know why different rules are needed in	• What democracy is and how a democratic government works • Know how to take part in democratic	• Know how democracy works in the UK at a local, regional and national scale • Know that there are other forms

	• Know how to express they agree with something or disagree with something. • Know that others may think different to us and that is ok.	classroom - leadership roles, learning partners, supporting others, class discussion. • How to agree and follow rules for their group and classroom - acceptance pledge. • The role of the ambassadors and other responsibility groups within in the school and they are able to vote for the members.	which may be different to their own and recognise their own responsibility to meet those needs in some circumstances. • How to contribute to the life of the class and the school • About the role of ambassadors and other responsibilities and have been able to vote for the members of these. • That they belong to different groups and communities ie school, family, friendship groups, responsibility teams etc. • What improves and harms the environment and about some of the ways people look after them • Know some ways to look after their environment • Acceptance pledge	different situations, rules at home and school, out of school etc. • Know that some choices we make impact on the local, national and global communities • Where to find impartial advice to inform their decision making • That some information in the media and on the internet is not always true • Know how to empathise with other people and situations through topical issues, problems and local and global events	different situations • How to recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers. • How to begin to respond to, or challenge, negative behaviours such as Stereotyping and racism and child on child abuse. • That to resolve differences they need to respect other people's point of view and respect their decisions but be able to explain their	events in school (eg: voting for school council, mock election) • The consequences of breaking the law and how the criminal justice system works in the UK • Know how to access local and national support groups • Know how to talk and write about their opinions in a respectful and effective way. • That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability(The Equality Act 2010) • That circumstances in other	of government that are not democratic and can give some examples of these • What being part of a community means and how they can be part of a community through participation in school and community events. • Know how to demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment • That everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child
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					choices and viewpoints • How their choices may impact on the environment ie littering, sound pollution. • How to describe the values of the school and know why they are important • To describe the 'British Values' and give examples of what they mean in school and in society • How to demonstrate respect and tolerance towards people different from their themselves	countries and cultures may be different from our own. Compare and contrast laws, culture and circumstances with alternative country. • Know why some people have chosen to leave their country and migrate to the UK • Know the difference between economic migrant, asylum seeker and refugee • Know what 'fair trade' means and its importance. • That individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new	• That resources can be allocated in different ways (ie purchasing, donations, charity) and that economic choices affect individuals, communities and the environment • Know how to research, discuss and debate topical issues, problems and events • Appreciate and recognize the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation • How the media present information and that the media can be both a positive
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						roads/housing, etc) • That choices we make as individuals, a community and a nation impact internationally (elections, council) • Know that 'poverty' might have different meanings to different people in different circumstances • Know how to recognise and challenge stereotypes • Where to find impartial advice to inform their decision making and know about media bias	and negative influence • Critique how the media present information • How to discuss controversial issues in a mature manner, such as terrorism, migration and racism.
Sex Education (Relationships/health education)							• Facts about human reproduction including conception, pregnancy and birth • things people consider before people choose to have a baby

							• Awareness that pregnancy can be prevented through use of contraception • The age at which a person in the UK is able to consent to sexual activity and know what consent is • Terms relating to sexual orientation (for example heterosexual, gay, lesbian, bisexual, pansexual) • The characteristics of healthy romantic and intimate relationships
Prevent		• Know how to recognise similarities and differences between themselves and others. • Know when they have	• Know how to recognise similarities and differences between themselves and others. • Know how to identify what they have in	• Know that people need to feel as though they belong. • Know that people belong to different groups and	• Know the different groups they belong to. • Know what it means to belong to groups or	• Know examples of different stereotypes • Know how stereotypes can be unfair and unhelpful. • Know how stereotypin	• Know some of the ways in which people may be influenced by others (positively and negatively) • Know what is meant by someone

		more in common with others than differences	common with others. • Know that everyone is equal despite differences.	communities • Know the detrimental effects excluding people can have.	community • Know ways people can be made to feel as though they do not belong. • Know behaviours that can help people feel valued.	g may have a negative effect on someone's behaviour, aspirations and feelings about themselves • Know how identify positive actions to challenge stereotyping	having prejudiced or extremist views • Know how to identify some different ways to manage negative influences • Know where, when and how to seek support for self and others • Know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views and how to resist and challenge these viewpoints
Social Education							
<i>Families and People who Care for me (Relationship Education)</i>	• Know that family is - A group of people who love and care for each other. • Know ways people can	• Know how families support children as they grow up. • Know that their family is special and unique and may be similar or	• Know the importance of and how to show respect for other people's families and know that all families are different - photo of families.	• Know a range of family types that may be similar or different to theirs (this includes same sex parents, adoption,	• Know that there are different kinds of families and partnerships and how these compare to their own. (same sex	• Know how to recognise behaviours that are not healthy or safe in family relationships (domestic abuse, controlling behaviours,	• Know that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships

	show they care. - Identify who is in their family. - Share and compare their own and other families, discussing what is the same and different. (Our families book and photographs)	different to their friends and that this should be respected. The range of people in their lives and how they support and care for them. (Immediate family, extended family, friends, teachers, services such as police, fire and doctors)	- That families can give love, security and stability. This might be from extended family too, not all love, security and stability comes from mum/dad etc. - Know who to speak to if something is happening in their family that makes them feel unhappy or unsafe.	fostering, single parents). - Marriage is one way that people might show their commitment to one another in a family but not the only way people can show commitment. - Families can change, including separation, divorce and bereavement and the associated feelings with this.	couples, single parent families, blended families, families with no children, extended families) That different things make different families happy and the needs and wants of each family will differ.	unsupportive behaviours, not communicating) - Identifying people who can help if family relationships are making them feel unhappy. - Recognise the different types of families in their community.	may choose to make. - Know that marriage and civil partnerships must be freely entered into by both people and they know the legal age when someone can make that commitment - That forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and they know people may get support for themselves or others. - Know the responsibilities of being a parent and the skills needed to parent effectively.
Caring Friendships (Relationship Education)	Know what friendship is - a relationship between	Know why friendships are important and how healthy friendships are	Know some of the qualities of a good friend and how they can	Know how to solve friendship problems, steps to take and	Demonstrate the features of good healthy friendships.	Identify the qualities they have that make them a good friend and how	Know that relationships may change over time and that new

	friends, where respect and trust is shown. • Know what makes a good friend and what makes a bad friends. • Know how to show qualities of a good friend in the classroom.	good for mental well-being. • Know the skills that can be used to make friends. • How friendships can change. Know that as we grow our likes and dislikes may change so our closest friends may change. • Know how to respond if somebody is not being a good friend.	show these qualities. • The skills that make friendships work well, for example sharing, co-operative play, taking turns, permission-seeking/giving and listening. • How to respond in friendships when others are not showing the qualities above (link child on child abuse).	where to seek advice. • Know how to welcome others into friendships and not leave people out. • How to identify when others are not being respectful in friendships and how to respond and deal with unfriendly situations such as teasing, name calling etc (link child on child abuse).	• Recognise when a friendship isn't healthy. (link child on child abuse) • Recognise who to trust and who not to trust in different situations (in school, out of school, out with friends, strangers). • Recognise why someone may be untrustworthy.	they show these qualities. • Identify the qualities that they value in a friend. • Know how to resolve differences, looking at alternatives, making decisions and explaining choices.	relationships and friendships can develop. • The skills needed to make new friends and manage changing friendships as they transition into secondary. • How to ensure that others feel included in their friendships and how to recognise behaviours that may indicated someone does not feel included.
<i>Respectful Relationships (Relationship Education)</i> Anti-Bullying Week – November	• Know why it is important to use good manners and be courteous to others. • Know how we can show good manners and courtesy to others. • What a relationship is and know that	• About the many different relationships they have, for example those with family, friends, and teachers. Discuss the main features of these relationships and compare.	• Know what bullying is and why it is wrong - Several times on purpose. (link child on child abuse) • To know how to deal with bullying behaviour including if they experience or witness it and how to get help.	• How to describe the nature and consequences of negative behaviours and bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek	• How to acknowledge that others have different points of view and how to show respect when disagreeing with somebody. • The importance of being	• What makes a healthy, respectful relationship. • About the different ways that people bully others and how bullying impacts on mental health and wellbeing. • The importance of not being a	• Identify some strategies for resolving friendship and relationship disputes and conflict • Explore the consequences of discrimination, homophobia, transphobia, biphobia and

	all relationships are unique – relationships with family members, friends, teachers.	• Know about and recognise the many ways people may be similar and different to themselves. • What respect is and how to show respect for and to others. • How to demonstrate courtesy and use manners • Know about behaviours that do not show respect and may cause hurt to others. (Not caring for the environment around them, hurting other physically and verbally, not listening to other points of views, not doing as they are asked from grown ups at school and at home)	• How to identify and respect differences and similarities between people of different ethnic, cultural and faith backgrounds. • How to listen to others and know that respect should be shown towards their viewpoints even if they are different to their own. • Know what a stereotype is. Books such as 'my shadow is pink'.	help and coping strategies) (child on child abuse) • How to listen to and show respect for the views of others when you do not agree with it. • Know the importance of valuing and respecting themselves and how this contributes to happiness • How to recognise and challenge stereotypes, particularly in relation to gender. • Know that different genders and that all genders are equal. • Know that we all have equal rights.	respectful to everyone and to recognise and care about other people's feelings. • Know how to express their views confidently and listen to and show respect for the views of others. • Know why it is important to take action against bullying and the consequences bullying can have for both the bully and the person being bullied.	bystander to bullying and how to seek help. • Recognise the difference between aggressive, assertive and passive behaviour. (link child on child abuse) • Explore the ways that one person may abuse another in a relationship. (link child on child abuse) • Identify where people can go to get support if they are experiencing relationship difficulties (online support, support charities, friends, family, school) • Know how to show that they value themselves and show self-respect.	racism on individuals and communities and how to respond to them and ask for help (link child on child abuse) • How to recognise and challenge discrimination, teasing, anti-social and aggressive behaviours, such as bullying, cyber-bullying, 'trolling' and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability) (link child on child abuse) • The nature, causes and consequences of hate crime. • Identify where people can go to get support if they are
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							experiencing relationship difficulties.
Online Relationships (Relationships Education)	Know that they should tell a trusted grown up if someone speaks to them online.	Know the basic rules for keeping safe online and who to speak to if they have worries. (Ask grown ups if they are unsure about something, ask permission before using internet, do not talk to people they do not know online etc.)	Explain the basic rules for keeping safe online and that it can be unsafe to talk to others on the internet/video games.	- Demonstrate and explain skills for keeping safe online - Know how to show respect when communicating online, eg. email	- Know how information and data is shared and used online - Identify when they may need to seek help with an online issue.	- The importance of showing people the same respect online as we show in face to face relationships - How to recognise risks online - Know How to report a concern online. - Recognise that relationships are not always healthy between creators and followers on popular media platforms such as tik tok.	- Know what grooming is and how to get help if they, or someone they know, is being groomed - Know that the person that they think they are communicating with on-line may not be who they say they are and may ask them to do inappropriate activities - How to critically consider their online friendships (link child on child abuse) - Know how information and data is shared and used online.
Health Education							
Mental Well-being (Physical Health)	Identify simple range of feelings in themselves	Know vocabulary to describe a range of	Know some safe and appropriate strategies for dealing with	Know the difference between mental wellbeing and	Have a range of strategies for managing and controlling	Know how to deal positively with their feelings and	How to recognise the signs of

and Well-being Education) Children's mental health week - February	and others - Ruby's worry, emotion books. - Identify situations that may lead to different feelings and emotions. Scenarios that make us feel happy, sad, worried and angry. Join our club book. - Know who to go to if they need help with how they are feeling.	feelings (happy, excited, surprised, angry, frustrated, nervous, worried, sad). - Know how to recognise their own feelings and those of others around them. How others behaviours could change based on how they feel. - Know some safe and positive ways to express feelings. (Taking yourself away from situations that make you angry/upset, sharing joy and happiness with other, talking about emotions with people you can trust. - Recognise the things that make them feel happy and positive (eg. physical	strong emotions, eg. anger - Awareness of ways that people can take care of themselves to support mental wellbeing - link headspace in school. - Identify how they can support themselves when experiencing different emotions.	mental ill health, and recognise that many people will experience mental ill health in their lives. - How to recognise the normal range of human emotions and how they change in different situations. - Awareness of things that may impact on someone's mental wellbeing. - Know the importance of resilience and identify times when they will need to demonstrate resilience.	strong feelings and emotions and Know how different strategies may have to be used in different situations e.g. at home and at school. - How to respond appropriately to other people's feelings - when others are feeling, sad/angry. - The language used to describe changes and feelings (anxious, nervous, frustrated) - How to recognise their worth as an individual and the worth of other people - How to identify positive things about themselves	recognise a range of emotions in others and can explain the intensity of their feelings to others. - What resilience is and have strategies they can use to build their own resilience and how their resilience has built since starting school. - Be able to recognise when to seek support for their own or someone else's mental wellbeing.	mental ill health - Know a range of strategies to maintain and improve mental wellbeing - Know where and how to seek help if they are worried about their own or someone else's mental health and wellbeing
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		activity, sleep, friends, hobbies, pets) • Know when and how to seek support about their feelings.			and recognise some of their mistakes and learn from them. • Know the importance of resilience and consider times they have had to be resilient.		
<i>Drugs, Alcohol and Tobacco (Physical Health and Well-being Education)</i>	• Know what medicines are and why they are useful. • Awareness of simple rules about medicines - only used by adults, not to be played with, kept in a safe place.	• That some substances around the home are dangerous and can harm the body including household substances like dishwasher tablets, cleaning products, adult beauty products. • To know where harmful substances should be kept and how adults may use them safely. • To know why we have medicines and safety rules around them.	• The role of medicines in promoting health and the reasons why people use them and the rules on medicines (for adults to administer, kept in safe places etc). • That medicines can be harmful and make you very unwell if not used properly and that they should only be used by an adult.	• Know that there are other substances that affect the body that are not medicines and are legal, eg. caffeine, tobacco, alcohol.	• Know some of the effects and risks of commonly used legal substances, eg. caffeine, tobacco, and alcohol	• Know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks.	• Know the consequences of misusing medicines, alcohol, tobacco, drugs and other substances • Know what is meant by the term 'habit' and why habits can be hard to change

<i>Health and Prevention (Physical Health and Well-being Education)</i>	• How to wash their hands properly and why this is important. • Know the importance of good oral hygiene - enrichment dental nurse visit. • Know how to brush their teeth effectively.	• Know the importance of personal hygiene-regular washing, bathing, showering, and cleaning their teeth. • Know that some germs can be spread to other people and how to prevent them spreading further, e.g using tissues/hand over mouth when sneezing, washing hands.	• Know how diseases are spread and how they can be controlled and their responsibilities for their own and others health (linked to good hygiene, washing hands etc.) • To describe different ways that I can look after my health (oral hygiene, bathing, brushing hairs, exercise, sleep etc)	• Know the importance of keeping our skin protected from the sun and how we can do this.	• Know the importance of good oral hygiene and dental flossing, including regular check ups at the dentist.	• The importance of good quality sleep and how this contributes to good physical and emotional health. • The increasing importance of good hygiene and regular washing during puberty and beyond.	• To have an awareness of early signs of physical illness. • Know types of immunisation and vaccination and why they are important
<i>Physical Health and Fitness (Physical Health and Well-being Education)</i>	• Know that their bodies are special and they can do lots of things to keep themselves healthy, including being active, keeping their teeth healthy and eating healthily. • What they can do during	• Know the different ways that they are physically active in a day and how this helps to keep their bodies and minds healthy. • How keep active in school and the ways they can achieve this • How to ensure they are	• Awareness of the wide range of ways that we can keep physically active and the reasons why this is needed.	• Awareness of a range of practical ways to increase daily exercise levels, for example walking or cycling to school.	• Know different types of physical activity and how these benefit the body and mind • Knowledge of who can help them if they are worried about their physical health.	• Know the risks of an unhealthy lifestyle (illness, obesity) • Be able to make small changes to increase the amount of activity in their daily routine	• How to assess their level of physical activity and manage their time to include regular exercise • Know the links between physical activity and mental wellbeing • Know who can help (personally and

	their day to keep physically healthy at school and at home.	physical active at lunch and break times.					different professionals) if they are worried about their health
<i>Healthy Eating (Physical Health and Well-being Education)</i>	• Recognise a variety of fruits and vegetables. • Identify which foods should be eaten only as treats.	• Awareness of a variety of healthy snack choices and why this is important.	• Be able to choose and prepare a healthy snack. • Know the types of food that make up a healthy diet.	• Know the importance of drinking water regularly and how much to drink • Know which foods may contribute towards tooth decay.	• Know how to make a range of healthy food choices and where to find information about healthy choices.	• Know about the main components of a healthy diet • Know possible consequences of poor diet	• Know how healthy nutrition supports their growth and development as they move into adolescence
<i>Basic First Aid (Physical Health and Well-being Education)</i>			• About the people (e.g. emergency services) who work in the community and who are responsible for looking after them and protecting them, how to contact these people when they or someone else needs their help including dialing 999 in an emergency. • Mini first aid training - head bumps, cuts and scrapes.		• Awareness of when to make a call to emergency services and how to do this. • Basic first aid training, including CPR and choking - Mini first aid training.	• How make a call to emergency services and the impact of 'hoax' calls.	• How to deal with common injuries, including head injuries. • Choking and CPR • Mini first aid training

Changing Adolescent Bodies (Physical Health and Well-being Education)			• Know about the changes that have happened to their body since birth (grown in height and weight, teeth falling out, more knowledge, stronger etc.) • The process of growing from young to old and how people's needs change (e.g. babies needed milk and pureed food and comfort from parents/adults)		• Know some of the ways that their body and emotions will change through the process of puberty (growing hairs, parts of the body growing larger, mood swings) • The importance of keeping clean and hygienic when you begin the changes of puberty.	• Awareness of the parts of the reproductive system in male and female bodies, • The ways in which people grow and develop during puberty both physically and emotionally • The stages of the menstrual cycle • How to manage menstruation • How to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way • Information on what to do if they begin periods in school • Terms relating to gender and gender identity,	• Know how to maintain hygiene during puberty • Know how to manage periods (menstruation) and how to show understanding and respect to others who are menstruating • Know the impact that puberty has on feelings and emotions • Information on what to do if they begin periods in school
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						including transgender and non-binary.	
Economic Education							
<i>Finance</i>	• The coins and notes we use. • How money is used in the United Kingdom – for buying products, paying for services and for paying bills. • Role play shops and cafes, including coins.	• The features of coins and notes that tell us what it is. • The value of coins and choosing correctly. • We have to pay for what we buy and not everything we buy can be seen e.g. bills • How to keep money safe using purses, money boxes, banks, asking grown-ups to support keeping money safe. • Money can be saved.	• That we can pay for things in a range of ways and that even when not using cash, money is being used (including buying online and in-app purchase) • Explain the difference between needs and wants. • Individuals and families have to find ways to balance wants and needs, budgeting and saving. • That it may not be possible to have everything you want, straight away, if at all. • Being aware that everyone has the same choices and opportunities in learning, careers and work	• How to look after and handle money in everyday situations and to know where they may need to use money in everyday situations e.g. buying something from the shop, getting the bus etc. • How to make simple financial decisions and consider how to spend money, including pocket money and contributions to charity. • There are different ways to gain money, including earning it through work. (winning money, money from government, gifts, refunds)	• Looking after and save money, including saving accounts. • Know that people have different financial circumstances. • Know that the different values and attitudes that people have with regard to money and that they may be different from theirs. (e.g. what they believe is acceptable to spend large amounts of money on, may not be for others) • Find out about the range of jobs carried out by people they know.	• Making considered decisions about saving, spending and giving • What 'value for money' means and how to make informed choices to get 'value for money' • To assess 'best buys' in a range of circumstances • The range of jobs carried out by people and some of the stereotypes surrounding some career choices and they are aware of some of the rights and responsibilities when it comes to treating people fairly • The process adults go through when	• how people's careers may vary and how they develop in different ways • How to reflect on what they have learnt about careers, employability and enterprise activities and experiences and how the learning relates to their choices • local businesses and how they are run and the products and/or services they provide • Employers must treat all employees equally and there are certain protected characteristic

		Describing the work of the people around them, in their school and their community.	(genders, different ethnicities, different backgrounds, etc)	- Reasons why we have charities - How to explain why people work and the different jobs that people do and can challenge some of the work stereotypes - That the learning choices they make will affect their future options.	- How they will develop skills for work in the future, in different parts of their lives. - How to identify their strengths, areas for improvement and set high aspirations and goals.	acquiring a job, e.g. applying, interviewing etc and the skills needed for this. - The range of earnings for different jobs - The range of benefits from employment, not just financial (making a difference, caring for others, etc)	s under the Equalities Act - Recognising and start to demonstrate some of the key qualities and skills that employers are looking for - What does it mean to be enterprising
Vocabulary	Family Friendship Manners Relationship Feelings Internet Medicine Health Fruit Vegetable Achievement Worries Change Agreement Disagreement	Unique Respect Courtesy Manners Feelings (range of) Physical activity Hobbies Internet Value Strengths Hygiene Germs Private Comfortable Uncomfortable Stranger Opinion Agreement Disagreement Ambassador Vote	Respect Love Security Stability Co-operative Permission Bullying Ethnicity Culture Faith Stereotype Mental well-being Website Social Media Career Gender Disease Vagina Vulva Penis Testicles Anus Nipples Privacy Diet Responsibility	Commitment Adoption Single parents Consequence Respect Stereotype Gender Mental well-being Separation Email Text Video chat Charity Caffeine Tobacco Alcohol Boundaries Puberty Reproduction Hygiene Aggression Anti-social Discrimination Migrant Traveller Asylum seeker Racism	Partnership Oral hygiene Flossing Inappropriate Manipulation Persuasion Data Aspirations Caffeine Tobacco Alcohol Boundaries Puberty Reproduction Hygiene Aggression Anti-social Discrimination Migrant Traveller Asylum seeker Racism	Mental health Bystander Assertive Passive Abuse Self-respect Resilience Unbiased Streaming Essential Desire 'Value for money' Physical health Emotional health Hygiene Puberty Menstrual cycle Menstruation Period Transgender Non-binary Obesity Democracy Democratic government Election Criminal Justice System	Civil partnership Heterosexual Forced marriage Gay Conflict Lesbian Discrimination Bisexual Homophobia Pansexual Transphobia Biphobia Racism Discrimination 'trolling' Anti-social behaviour Hate crime Grooming Employability Enterprise Habit Immunisation Vaccine Female Genital Mutilation Anxiety

			Community Emergency Services			Sexual orientation Migrate Asylum seeker Refugee Fair trade Poverty	Periods Menstruation Nutrition Democracy 'social justice' 'moral responsibility' Human rights 'Multi-cultural nation' Controversial Terrorism Conception Reproduction Pregnancy Contraception Consent
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