

# Primary: Relationships, Sex and Health Education (RSHE) Policy

This model policy has been created through consulting with:

- Young people’s sexual health services
- Parents/Carers                      Consultation with over 30 governors who are Newham parents/carers
- LGBT+ community                - Individuals, groups and teachers who identify as LGBT+
- Councillors                            - Briefing and consultation with over 30
- Teachers                                - 80+ attended training, 55+ attended Network Meetings
- Other places                          - Birmingham, Redbridge and Tower Hamlets RSE leads
- Governors & trustees            - around 130 attended training at Education Space on RSHE
- Faith groups                          - 20 survey monkey responses and meeting held with 30 Imams
- SACRE                                  - 19 different individuals representing
  - Muslims                      Sunni and Shia
  - Christians                  Catholic and protestant
  - Hindus
  - Buddhists
  - Jews
  - Sikhs
  - Humanists
- Pupils                                    - carried out in December with three primary and three secondary schools, involving about 130 pupils
- SEND educational services
- DfE and Ofsted
- Head Teachers including Nursery Head Teachers

## Essex Primary School

Person responsible for RSHE in school: Dionne Thompson

Signature of headteacher: C Mojzes

Signature of chair of governors: R Probett

Date ratified by Governors: May 2023

When the policy will be reviewed: September 2024



**Boroughwide consultation taken place concerning the implementation of the 2020 guidance in RSHE (tick as appropriate)**

Pupils	Parents/ carers	Community groups	Faith groups	Local councilors	Teachers	Ofsted	School governors	LA	Professional Associations
	√	√	√	√	√		√	√	

**School consultation taken place concerning the implementation of the 2020 guidance in RSHE**

	Parents/ carers	teachers	School governors
Date	Meeting dates to be set for 1 <sup>st</sup> 2 weeks of the Summer Term	04/03/20	11/03/20
What we did	To meet with individual year group/phase parents as part of the consultation process.	Disaggregated INSET with all staff to share policy	To be ratified at the governing body meeting.

## **Policy statement - Aims and objectives of RSHE**

It is the intention of Essex Primary School to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, which demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in Essex Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

## **Statutory content: RSHE**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Essex Primary School we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

### **National Curriculum Science**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Additional subject content (see appendices for full list of content)

**There continues to be no right to withdraw from National Curriculum Science.**

### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before pupils begin puberty.

See appendices for full list of content.

**There is no right to withdraw from Health Education.**

### **Relationships Education**

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Subject content (see appendices for full list of content)

**There is no right to withdraw from Relationships Education**

### **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

### **The right of parents/carers to withdraw their children from non-statutory RSHE**

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

## Equality

### Non-statutory RSHE

Sex Education that goes beyond national curriculum science

The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum. However, Essex Primary School has decided after consultation with parents/carers, not to teach sex education and will not teach 'how a human baby is conceived and born'. Sexual reproduction in mammals will still be taught as part of national curriculum science in year 5.

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Essex Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

### Monitoring evaluation and assessment.

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader, Dionne Thompson and the Senior Leadership Team.
- The school will identify pupils' prior knowledge within sessions taught through discussions and work produced in books.
- The school will assess pupils' learning and progress through evidence of work in books and discussions held within sessions.
- The school will evidence pupils' learning and progress by assessing work in books and discussions held within sessions.
- This is important because pupils must have clear accurate knowledge and understanding of the content of the sessions to eliminate misconceptions.
- Learning will be evidenced by triangulating aspects from discussions, evidence in books and application of knowledge in future work.

### Resources

The school will draw from a number of educational resources. For example: flipcharts created by the year group team with material appropriate to the lesson. Only drawings to be used, no photographic images.

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE.

## **RSHE curriculum lead teacher**

Any queries about this policy should be addressed to the RSHE co-ordinator and Head Teachers

*Developed from materials shared with Jo Sell from Tower Hamlets LA and used with permission*

*Approved by: Newham LA; Newham SACRE, NAPNH and NASH*

## Appendix 1

### Information about how and why RSHE will be taught at Essex Primary School.

#### Why are we teaching RSHE?

- Because it is the right thing to do.  
Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21<sup>st</sup> century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.
- At Essex Primary School we have decided not to teach sex education. This decision was taken following consultation with parents/carers and governors.

The teaching of RSHE at Essex Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.

- Statutory Guidance on RSHE 2019
  - *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims.
- The teaching of RSHE in Essex Primary School is delivered within and influenced by all relating school policies
  - Behaviour policy
  - Anti-bullying policy
  - Equality policy or statement
  - Safeguarding policy

#### How will we ensure lessons are taught sensitively?

- Puberty and menstruation are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.
- Single sex classes for all lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions
- Use of anonymous question boxes
- Same sex teachers for single sex groups

### **How will we ensure communication with parents/carers?**

Essex Primary School work with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer a meeting at the beginning of the year when the year group curriculum and expectations are set out. We will also explain what will happen in RSHE, so that parents/carers can, if they wish, talk to their children ahead of lessons. A letter will be sent out to parents prior to the sessions being taught to allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school.

### **Who will be teaching RSHE?**

The sessions will be taught by class teachers, usually the child's class teacher. However, where sessions are taught as single gender this may not be possible so an experienced class teacher will teach the sessions. This will enable the children to be more confident in sessions. This will also help parents/carers to have confidence in the quality of the teaching in RSHE.

### **What training will staff be given?**

Essex Primary School sign up to the Newham PSHE Partnership to attend network meetings which occur once every term. These are attended by the RSHE lead who will update and share any appropriate information to train others delivering RSHE in their school. All teachers receive training through INSET and are kept up to date with knowledge required. Teachers have detailed plans which they discuss as a team prior delivering the sessions, with the support of the RSHE co-ordinator.

### **What materials will be used to deliver RSHE?**

In Essex Primary School we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We do not use a scheme.

### **Scheme of work**

It is the aim of Essex Primary School to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact the child's class teacher firstly or the RSHE coordinator.

*Approved by: Newham LA; Newham SACRE, NAPNH and NASH*

# PSHE Progression Document

## Nursery

Core themes	Topics	
<b>Health and Wellbeing</b>  <b>Autumn Term</b> <b>(12 lessons)</b>	<b>Healthy lifestyles</b>	Why is it important to eat healthily? What would happen if you did not eat healthy foods? To learn about foods that are healthy and unhealthy by sorting into groups. (link to The Very Hungry Caterpillar) Drinking milk/water and eating fruit for snack time. To maintain personal hygiene: wash hands before food/after using the toilet, using the toilet in the right way, using a tissue to wipe nose, covering mouth when they sneeze/cough, cleaning their body properly when having a shower/bath. To understand the importance of exercise to maintain a healthy lifestyle. To observe the effects of physical activity on their bodies - improving fine and gross motor skills and co-ordination skills.
	<b>Growing and Changing</b>	To name parts of the body. eg. if a child points to a private part of the body, adult to use the correct scientific terminology to name them correctly. Identify gender - using names of body parts to identify physical differences. What changes occur from being a baby to becoming a child? What can you do now that you couldn't do when you were a baby? (Ourselves) Transition to Reception (Discussion and visits to Reception) To learn to work towards achieving a goal and showing a sense of pride.
	<b>Keeping Safe</b>	Settling in period and establishing basic classroom/ school rules To learn how to be safe with equipment and resources, both inside and outside. Identify the hazards at school that they could encounter. How could they overcome these obstacles? To learn to tell an adult if they hurt themselves or are hurt by others. To understand 'stranger danger' and that people we do not know could be dangerous (Little Red Riding Hood) How could they alert someone if they were scared or worried? Who is a safe person to speak to if they have a problem at school? Home? Street? Which people can help us to keep us safe?
<b>Relationships</b>  <b>Spring Term</b> <b>(12 lessons)</b>	<b>Feelings and Emotions</b>	To identify and name different feelings and emotions. What may make us feel like that? To be able to show someone when I am feeling sad, angry or happy. How will I know if someone is feeling sad, angry or happy? How will they react when someone feels that way? What sort of things do they like and dislike? Why? (Ourselves unit)
	<b>Healthy Relationships</b>	What is a relationship? What sort of relationships do we have in our lives? What helps you when making new relationships? To encourage pupils to form new relationships with staff and children. (Settling in) What makes a positive relationship? To learn to share and take turns. To learn to be friendly with other children. What is a family? To talk about and identify members of our families. Compare similarities and differences between families. Show a selection of pictures of different types of families eg. single parent, same sex parents, carers as family, no parents but living with family member. What do you need to make a family? (eg. care, security, protection, provide home) Knowing how to get extra help and support if I need it.
	<b>Valuing Differences</b>	What are we good at? How could we celebrate our achievements? To identify similarities and differences in physical appearance. eg eye colour, height What other similarities and differences are there between people? Reinforce that we are all equal / nobody is better than anyone else. We all have strengths or unique qualities, even if we look different. To learn that children have similarities and differences that connects them to and distinguishes them from others. (Ourselves)

		<p>To talk about myself and my family and listen to other children talking about themselves and their family. (Owl Babies)</p> <p>Widening gender stereotypes through role play - dressing up - boys and girls sharing clothes - various role play experiences - avoid labelling clothes/toys/books/roles/colours as being "male" or "female".</p>
<b>Wider World</b>  <b>Summer Term</b> <b>(12 lessons)</b>	<b>Rights and Responsibilities</b>	<p>To begin to learn that some things are theirs, some things are shared and some things belong to other people. (Settling in)</p> <p>To be aware that some actions can harm or hurt others, either physically or hurting someone's feelings.</p> <p>Reinforce the importance of making the right choices.</p> <p>To be able to inhibit own actions and behaviours eg. stop themselves from doing something they shouldn't do.</p> <p>What can they do to make things better? eg. resolve dispute</p> <p>Looking at class rules- Sharing, being kind, listening, looking after property, respecting each other.</p>
	<b>Environment</b>	<p>To learn to tidy up and look after Nursery resources and equipment.</p> <p>To know where resources belong.</p> <p>What is our environment? (compare school, local and wider World)</p> <p>What problems may occur in the environments? (litter, dog faeces, anti-social behaviour)</p> <p>How should we improve our environment?</p> <p>To show care and concern for living things and the environment. (Growing)</p> <p>Life cycle of a caterpillar and observing different stages (The Very Hungry Caterpillar)</p>
	<b>Money</b>	<p>What is money?</p> <p>What is it used for?</p> <p>To learn that we can use money to pay for things.</p> <p>Use pretend money, cash registers and relevant vocabulary in role play.</p> <p>Number recognition.</p> <p>What would happen if we ran out of money or didn't have any money?</p> <p>How should we look after our money?</p>

## Reception

Core themes	Topics	
<b>Health and Wellbeing</b>  <b>Autumn Term</b> <b>(12 lessons)</b>	<b>Healthy lifestyles</b>	<p>To learn how to maintain personal hygiene e.g. keeping ourselves clean, washing hands &amp; toileting appropriately, brushing teeth, changing clothes for PE (PD - Health and self-care)</p> <p>Learn how to maintain a healthy lifestyle - healthy and unhealthy foods. What makes food healthy or unhealthy? Learn where our food comes from (plants and animals) and how it is produced. What would happen if we did not eat healthily? (PD - Health and self-care, UTW - The world)</p> <p>Understand the importance of exercise in maintaining a healthy lifestyle. Why is it important? What would happen if we didn't exercise?</p>
	<b>Growing and Changing</b>	<p>To reflect on how we have changed since we were born – How do we look different? What can we do now that we couldn't do as a baby?</p> <p>How have we changed since we started school e.g. what we can do now vs. what we could do at the beginning of the year - (conferencing in books, Literacy, communication &amp; language, PSED - self-confidence and self-awareness)</p> <p>To know how we are different and the same (identify differences/similarities eg ethnicity, gender, family type, religion, number of siblings, hair colour)</p> <p>Children to describe themselves and their friends.</p> <p>Pupils to learn about different religious celebrations (<i>Ourselves, Celebrations, People who help us</i>)</p> <p>Explore the Lifecycle of a plant and the Lifecycle of a frog</p> <p>Visits to the pond – look for frogspawn, froglets etc</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Children to plant a variety of seeds and beans and observe the changes that occur.</p> <p>Compare the changes in plants and frogs to how humans change over time (baby, child, adult, older adult)</p>



	<p><b>Keeping Safe</b></p>	<p>To know how to keep safe within school, at home as well as on school visits. Reinforce physical safety, particularly when crossing roads, using equipment both at school and home, dangers and hazards at school and home (electrical, plugs, sockets, wires, medicines, household product and substances, stairs, water)</p> <p>To know how to dress/undress themselves and what we should wear in different environments (<i>Seasons, UTW - the world</i>)</p> <p><b>People who help us unit</b> Children are taught about nurses, doctors, police etc. What do we mean by an emergency? What should pupils do in an emergency?</p> <p><b>Internet Safety</b> Children learn that they should be under the supervision of an adult when using the internet. Also linked with <i>Stranger Danger</i>. -(UTW -Technology) The importance of not sharing passwords or logins. Parents offered workshop to understand how to use safety features of technology.</p>
<p><b>Relationships</b>  <b>Spring Term</b> <b>(12 lessons)</b></p>	<p><b>Feelings and Emotions</b></p>	<p>To know how we are feeling and how to express it (good feelings and bad feelings, linked to NSPCC guidance) How do we know how others are feeling? How should we react to others' emotions?</p> <p>To understand what is fair and unfair - children are presented with different scenarios and stories (<i>Fairy Tales - Literacy, reading, PSED - managing feelings and behaviour, making relationships, people and communities</i>), to discuss different feelings and emotions.</p> <p>To explore scenarios that involve a change in family circumstances e.g. loss, additional siblings, change in home life or physical environment, using age appropriate stories. How does it make us feel? What could we do to move forward? (PSED - Making relationships, UTW - people and communities)</p>
	<p><b>Healthy Relationships</b></p>	<p>To settle into Reception with suitable transition processes in place. To form good relationships with their teachers and peers. Assess how pupils feel at the beginning and question them regarding what would make things better. To explore what different skills each person brings to the class – celebrating what makes us unique and what we can share. To know that there are people who bring joy to my life. What makes a good friend? To know how to be a good friend and resolve conflict independently. To talk about and identify members of our families/household (parents/carers and siblings and other family members) What makes a family? Compare similarities and differences between families eg. Religion, skin colours, mixed heritage, parent same sex / single parent/carers etc. (<i>Ourselves, celebrations - UTW - people and communities</i>)</p>
	<p><b>Valuing Differences</b></p>	<p>To learn everyone is unique and special and how we are the same and different (appearance, religion, family etc.) – covered in <i>Ourselves</i> unit and <i>Celebrations</i> unit and ongoing throughout the year. What special qualities do I bring to the class? Knowing what I am good at and celebrating success and achievements. What do I need help with? What is my goal to improve?</p>
<p><b>Wider World</b>  <b>Summer Term</b> <b>(12 lessons)</b></p>	<p><b>Rights and Responsibilities</b></p>	<p>What are rules? Why do we need rules? What would happen if we did not have rules? To understand and follow the class rules (PSED, managing feelings and behaviour ) NSPCC underwear rule and 'good touches, bad touches' (my body is my body, good secrets and bad secrets.) Children are able to tell an appropriate adult when they experience bad feelings. (PSED managing feelings and behaviour) To respect one another and understand that there are things that make us different and things that make us the same (<i>Ourselves, PSED - making relationships, UTW - people and communities</i>) To understand how to react in situations of conflict eg. following school rules, tell an appropriate adult, resolve conflict independently – (PSED, Making relationships,</p>

		managing feelings and behaviour) To understand school rules and the boundaries outside school. What rules do we need to follow when we are not at school? How can you keep them? What would happen if you did not follow rules outside home and school?
	<b>Environment</b>	To understand how to look after their classroom and the resources within it. To know about their local environment and the different things which make it special. What problems occur in the local environment? (eg. litter, dog faeces, cycling on pavements, cars speeding, fly tipping, smoking) How can we look after our local environment (using rubbish bins, complain, make posters etc.) What could we do to improve our local environment?
	<b>Money</b>	What is money? Why do we need money? What would happen if we didn't have money? To understand the basic use of money - role play and numeracy link - to recognise and identify some coins (1p, 2p, 5p, 10p) What would happen if we didn't have any money left? (importance of being careful with money or saving money). How do you keep your money safe?

## Year 1

Core themes	Topics	
<b>Health and Wellbeing</b>  <b>Autumn Term</b> <b>(12 lessons)</b>	<b>Healthy lifestyles</b>	<p>How can we keep our bodies healthy? (exercise/sleep/rest/healthy eating/dental health) Why is it important to have a healthy lifestyle? What would happen if we didn't?</p> <p>Reinforce the link between physical activity and a healthy lifestyle Developing an understanding of how a healthy lifestyle impacts on their lives -PE lessons -Minimum amount of exercise needed -Walk to school - appropriate environment to exercise in - extracurricular activities/ out of school activities</p> <p>Nutrition - Healthy and unhealthy food The different food groups -focus on the 7 different food groups and the impact of a balanced diet Know the impact of eating too much unhealthy foods. Understanding how food affects our body. -teeth and sugary foods – dental hygiene; appearance e.g. weight. Understanding the impact and importance of a healthy lifestyle.</p> <p>What do we mean by “personal hygiene”? How should we look after our bodies? (link to spreading diseases, their own health, socially) Reinforce the importance of: brushing teeth regularly, showering/bathing and washing all body parts, washing/brushing hair, having clean clothes, changing underwear Develop a daily routine to include aspects of basic personal hygiene to enable pupils to take responsibility themselves.</p>
	<b>Growing and Changing</b>	<p>What am I good at? How did I become good at it? (link to learning from previous experiences) How can I celebrate my achievements? How can I improve on areas I need to develop? What goals or targets could I set?</p> <p><b>Changes</b> What different changes could happen? Understanding the importance of change in their life e.g school, moving year groups, meeting new people, losing toys, pets or friends How does change make you feel? Why?</p>

		<p>What can you do to help you cope with change or loss? (Talking to staff, positive thinking, how to be resilient) The positive and negative impact change or loss eg. change of environment, change of routine</p> <p><b>Link to Science unit: Stages of growth</b> Science plant investigation on the different stages of growth and Guided Reading cycle 'How to grow a bean plant'. Human growth (CCL: Science - body parts associated with each sense)</p>
	<b>Keeping Safe</b>	<p><b>Road Safety</b> What is a road? What is road safety? Why is it important? What are the dangers when crossing the road? Where is the safest place to cross a road? How should you cross the road safely?</p> <p><b>Stranger danger</b> Who are the adults that you can trust? What/who is a stranger? What should you do if you were approached by someone you do not know? What should you do if you felt scared/worried of the adult that you don't know? What if they asked you to do or go somewhere that you do not want to go? How or who could you ask for help? How should you keep yourself safe? Others safe? Pupils need to understand when to say "yes", "no", "I'll ask" and "I'll tell", knowing that they do not need to keep secrets.</p> <p><b>How to stay safe online</b> Building on from Reception year where the children learn about using the internet under the supervision of a trusted adult CCL with computing, safe websites, age restrictions, staying away from strangers and chat websites etc.</p> <p>Knowing about the dangers outdoors and indoors. To be able to keep safe Outdoors eg. swimming pools, parks, whilst playing on the road/open fields Indoors eg. in the kitchen, fires, alcohol, electrical wires/plugs/appliances, technology and chargers, medicines, cleaning products Understanding that household products, including medicines, can be harmful if not used correctly.</p>
<b>Relationships</b>  <b>Spring Term</b> <b>(12 lessons)</b>	<b>Feelings and Emotions</b>	<p><b>New Beginnings</b> How can you tell how someone else is feeling? (facial expression, body language) What could you do if someone is feeling sad? Upset? Happy? How could you make other people feel better? Reinforcing the importance of sharing how they are feeling with others – talking. Knowing different ways to calm myself down when I feel scared or upset Feeling good about my strengths and knowing when I use these effectively.</p> <p><b>Anti-Bullying</b> Know that when you feel sad, it affects the way you behave and how you think. Know which people in and out of school that they could talk to if they were feeling unhappy or being bullied. eg. If I'm feeling angry, frustrated or sad, I know what to do to calm myself down or feel better</p> <p>Refugee week CCL: English 'Colour of Home' -understanding the emotions of others and discussing their feelings/thoughts.</p>
	<b>Healthy Relationships</b>	<p><b>Anti-Bullying</b> Understanding appropriate behaviours in friendships Identify ways of resolving conflicts and disputes in a calm manner. Developing the effectiveness of the worry box and when and how to use it properly. Discussing the consequences of negative behaviours in friendships Recognising different emotions/feelings in different scenario. Developing the importance of empathy towards each other and sharing emotions.</p>

		<p>Naming those who are special to me – (family, friends, carers)          What makes them special?          How should special people care for one another?          What makes a family? (exploring different types of family – 2 dads, 2 mums, one parent, living with carer, living with another family member)          Who is in my family?          -Knowing that every family is different and knowing that love, care, respect and security are important factors – ensure pupils understand what each of these should look like within a family.</p> <p>What is the difference between a secret and a nice surprise?          Is it good to keep a secret? Why?          Reinforce the importance of not keeping any secret if it makes them feel uncomfortable, anxious or afraid.          What should you do in that situation?</p>
	<b>Valuing Differences</b>	<p>What really matters to me?          What could I do about it to make changes to make things better?          Pupils to be given the opportunity to share their views and opinions about issues that matter to them. Initially to one other person and then with the whole class.          Reinforce what the other children should be doing when listening to the views - respect          Knowing that they all have a right to express their opinion          -Freedom of speech          -Expressing their needs          -Using the worry box          -Understanding the needs of others and their viewpoint.          Understanding that their opinions are valued          -Knowing what opinions are          -Accepting the opinions of others          -Expressing opinions</p> <p><b>Knowing where I belong</b>          Which groups do I belong to - both in and out of school?</p> <p><b>Friendships</b>          Respecting similarities and differences between friends (Worry box)          Encouraging friends to feel good about themselves.          Looking out for our friends and counting on them.          Looking at how we look different and accepting differences          How we like different things from those liked by others          How we live in different ways including beliefs and place of living.</p> <p>Sharing the feelings we have for our friends and sharing our friends with others.          Liking our friends -Accepting our friends as they are.          Discussing differences and how to overcome any issues we do not like.</p> <p>Knowing that every family is different          Understanding what makes a family - factors like happiness, love/affection, care</p> <p><b>Good to be me</b>          Accepting differences and knowing that everyone is different.          It is good to be different – what are the benefits of everyone being different?          Knowing that your friend and those around you don't have to be the same as you in order to build a relationship with them.</p>
<b>Wider World</b>  <b>Summer Term</b> <b>(12 lessons)</b>	<b>Rights and Responsibilities</b>	<p>To learn how they can contribute to the life of the classroom and school.          What responsibilities could you have in the classroom? eg looking after their property, having classroom monitors.          Creating classroom rules and reviewing them to see if any need changing.          Why do we need rules? What would happen if we didn't have rules? (enabling pupils to stay safe, fairness)          How do rules help me?          Taking responsibility for myself and my actions and not blaming others</p>

		<p>What does “unique” mean? What makes us all unique?          Why is being unique a good thing?          How are we the same?          How can we celebrate our similarities and differences?</p>
	<b>Environment</b>	<p>What is an environment? What different environment do we know?          Where is our local environment?          What makes it special to us?          Who or what may have spoilt or harmed our local environment? (litter, dog faeces, pavements, aggressive behaviour in parks, cyclist on paths)          What could we do to improve it?          What could we do to look after our environment? (create posters, complain to the council/MP, pick up litter, conserve energy, attract wildlife)</p> <p>Helping to make my classroom environment a great place to learn          -Clean and tidy desks          -Organisation within the classroom environment          - Looking after my belongings          -Hanging my coat up</p> <p>Going into a new environment - Transition from Reception and then into Year 2.          -Feelings and thoughts          -Adapting to the environment          -Accepting changes around them</p> <p>Seasonal changes- observe changes in the outside environment.          -Accepting these and adapting to these          -Making CCL: Geography and Science- seasons and how to protect themselves in hot weather or keep themselves warm during the cold weather</p>
	<b>Money</b>	<p>What is money? Where does it come from?          What do we use money for?          Recognising money.          Understand the value of coins.          -Knowing what they look like.          What can be purchased using money?          Understanding the value of notes          -Recognising notes          -Knowing their value and what can be purchased with them.          What happens when we spend money?          What would happen when we don't have any more money? (explain the importance of being careful with money and saving money where possible.)</p> <p>Explain the importance and responsibility of looking after money          -Being sensible          -How would you keep your money safe?</p> <p>Ways to save money - saving pocket money and utilising it in the correct way</p> <p>CCL: Maths/MNP</p>

## Year 2

Core themes	Topics	
<p><b>Health and Wellbeing</b></p> <p><b>Autumn Term (12 lessons)</b></p>	<p><b>Healthy lifestyles</b></p>	<p><b>Healthy choices</b>            What does it mean by being healthy? (food, exercise, lifestyle)            Food choices- different food groups and eating the right amount of different foods-            Healthy plate and food pyramid (servings /portion size)            Links to science food groups /balanced diet and what we gain from eating different foods.            What I need to survive?            Exercise- how does exercise affect our body?</p> <p>What sorts of things do you like/dislike?            What sorts of things would improve your physical health? Emotional health?            What would be good healthy choices to make that may positively affect your physical and emotional health?            What would happen to your physical/emotional health if you did not make appropriate choices?            How would they make you feel? (good/not so good feelings)            How could you change that to make them good feelings?            How could you manage your feelings? What could you do about it?</p>
	<p><b>Growing and Changing</b></p>	<p>What are you good at? How would you celebrate your strengths?            What could you do to improve? Aim high and set challenging goals.            Animals and humans have babies which grow into adults. (Linked to Science - animals including humans - life cycles)            Stages of development in animals and humans- looking at different life cycles.            What do babies need? How are these different from what you need as a child? Why?            What do you need as an adult? How is this different from when you were a child?            What do you need when you become old? How is this different from when you became an adult?            Are there any similarities between what people need at different ages? Why?            What sorts of things do you need as you are growing from young to old? (link to growing, changing and becoming more independent/responsibilities)            To learn that as you get older, you grow, change and new opportunities and responsibilities will come.            When you become more independent, what new responsibilities and opportunities will come? Why?</p>
	<p><b>Keeping Safe</b></p>	<p>What rules help us to keep safe at school? Home? In the community?            What would help us to keep safe if we were in a new environment?            What does it me to be physically safe? Emotionally safe?            What situations may we be in where it is more important to be physically safe? Emotionally safe?            Keeping safe in different situations – share different scenario for pupils to identify possible safety/wellbeing hazards – what would they do in that situation to ensure they felt safe? How to ask for help if they are worried (use of the worry box). Include aspects linked to responsible ICT use, online safety, road safety, cycle safety, rail safety, water safety and fire safety.            Which people can help us?            Ensure pupils understand that it is important for them to keep themselves and others safe and know when to say “yes”, “no”, “I’ll ask” and “I’ll tell” – link to the importance of not keeping secrets.            What does “privacy” mean? Discuss scenarios where it is appropriate/not appropriate.            How should we respect other’s privacy?  <b>Link to Online safety-</b> Online relationships and how to be safe. (computing)</p>

<p><b>Relationships</b></p> <p><b>Spring Term</b></p> <p><b>(12 lessons)</b></p>	<p><b>Feelings and Emotions</b></p>	<p>What different types of behaviour can we show at different times?  How do those behaviours make you feel at the time?  How do the different behaviours make other people feel?  Bullying- feeling sad and how it affects the way you behave and think  The different types of bullying (cyber bullying, peer on peer).  Learning to be brave when I need/want to be.  Looking on the bright when things are not always right.  Is this fair/unfair to make other people feel that way?  What sorts of things are fair/unfair? Kind/unkind? Right/wrong? Which are the better choices to make?  If someone is being unkind, how should we respond to them? What should we do?  How to care for someone, how to say sorry (having ups and downs in relationships)</p>
		<p>how to forgive.  Who should we tell? What could we say? (Explore different scenarios through role play)  Try taking on advice from others and try different solutions to solve the problems.  What would happen if we did not deal with the situation in the correct way? (it could hurt someone's feelings or make them feel uncomfortable)</p>
	<p><b>Healthy Relationships</b></p>	<p>What types of relationships do we have? Friendship/ Parents/ Teachers- providing care, security and stability.  Important to know they have a good, stable relationship in their life.  Being friends with those who will motivate them to aim high and have a bright future.</p> <p><b>Friendship</b>- making us feel happy, how to choose the right friends.  Knowing who to count on and relying on the right people.  Building onto relationships with people they can depend on when things are not always working well.  Role models - knowing who is a good role model and who they can look up to.  Listening to each other and playing cooperatively.  Knowing about appropriate/inappropriate touch- underwear rule.  How should you respond if you feel uncomfortable? Who should you tell?  To develop a web of kindness - Who and what is special to them and why?  How to make people feel better?  How to deal with loss?  What to do if teasing and/or bullying is happening? (to them or if they are a witness)</p>
	<p><b>Valuing Differences</b></p>	<p>How are we and our families the same/different (talk about skin colour, religion, ethnicity, same sex parents, single parent, not living with parents, likes, dislikes )  How are we the same? How are we different?  What is important about how we should treat others?  What things matter to them? Pupils to share their views and ideas through discussion – initially with one person and then with the whole class.  Reinforce the importance of respecting each other's opinions.</p> <p>Emphasise that they should be proud of who they are and where you come from.  Wanting to become even better at..... The things I'm good at.....  Respecting differences between people and teaching children how to express their feelings in an appropriate way.</p>
<p><b>Wider World</b></p> <p><b>Summer Term</b></p> <p><b>(12 lessons)</b></p>	<p><b>Rights and Responsibilities</b></p>	<p>Why is it important to have rules at school?  What would happen if we did not have rules? (Link to everyone having the right for an education)  How do the rules help you?  Reinforce the importance of respecting the needs of ourselves and others at school and outside of school.  People and other living things all have rights – what rights do they have?  What are our responsibilities to protect those rights? (include protecting others' bodies and feelings, taking turns, sharing, understanding the need to return things that have been borrowed)  Which groups do you belong to in school? In the community?  What rules do we have in the community? Why?  Which people work in the community that can help us? What are their responsibilities?  How do they protect or help us? How would we contact them if we needed help?  What would we class as an emergency?</p> <p>Refugee week-human rights/rights of the child</p>

	<b>Environment</b>	<p>Where is our local environment? Natural environment? Built environment? How are they different? What are they like?</p> <p>What sort of things harm our local environment?</p> <p>What would improve our local environment?</p> <p>How could we take responsibility for improving our environments? What could we do? (Bulb/seeds/plants - littering and recycling – creating posters – contacting MP – writing letters – conserving energy – School council)</p> <p>How could we encourage others to look after our environment?</p> <p>Magpie Story</p> <p>(link with Science unit- materials)</p>
	<b>Money</b>	<p>Where does money come from?</p>
		<p>Why do we need money? What is it used for?</p> <p>What would happen if we didn't have money?</p> <p>What would happen if we spent all the money we had?</p> <p>What should we do to make sure we do not run out of money? (saving)</p> <p>Reinforce that they should make the right choices.</p> <p>How should we use money?</p> <p>What would help us to make the right choices with money?</p> <p>How should we keep track of our money and keep it safe?</p> <p>(link to maths -include in maths starters)</p>

### Year 3

Core themes	Topics	
<b>Health and Wellbeing</b>  <b>Autumn Term (12 lessons)</b>	<b>Healthy lifestyles</b>	<p>What does it mean by being healthy?</p> <p>How does food choices help with this?</p> <p>To understand that we need the right nutrition to keep healthy</p> <p>Grouping foods according to their nutritional value (link to Science unit – Healthy eating)</p> <p>What makes a balanced diet?</p> <p>What are the benefits of eating a balanced diet?</p> <p>What opportunities do they have to make their own choices about food?</p> <p>What influences their choices about food?</p> <p>What do we mean by a “habit”?</p> <p>Is a habit hard to change? Why?</p> <p>Which foods and drinks will enhance performance?</p> <p>Why? (Science unit animals including humans) (English Unit - non-chronological report)</p> <p>To compare the diets of a variety of animals and group them.</p>
	<b>Growing and Changing</b>	<p>To reflect on and celebrate their achievements and understand their own uniqueness and what makes them happy</p> <p>Recognising what they are good at.</p> <p>Have high aspirations and set goals/targets for the future.</p> <p>How does this make you feel?</p> <p>Why might you have positive/negative feelings?</p> <p>What affect does having conflicting feelings have on your wellbeing?</p> <p>How could you manage these feeling?</p> <p>How could you explain these feelings to others?</p> <p>How could you overcome these negative feelings?</p>
	<b>Keeping Safe</b>	<p>What are the school rules on health and safety?</p> <p>Why is it necessary to have rules at school?</p> <p>What sort of emergencies could there be at school?</p> <p>What would you do if there was an emergency? Where and how would you get help?</p> <p>Who are the people who would administer first aid?</p> <p>Which people help you stay safe at school? At home? In the street?</p> <p>Why is this important? Why is it needed? What sorts of hazards are there?</p> <p>How can you help these people to keep us safe? What can we do?</p> <p>To understand strategies for keeping physically and emotionally safe including safety in the environment, safe places to play and personal safety. Road safety training</p> <p>To understand that pressure to behave in a risky way can come from a variety of sources including people they know – how should they behave?</p> <p>To know how to stay safe at home and outside (risk, hazards and identifying them ie. train station, different types of crossings, the beach).</p>



<b>Relationships</b>  <b>Spring Term</b> <b>(12 lessons)</b>	<b>Feelings and Emotions</b>	<p>What different types of behaviour may you experience from others? At school? Home?  How do these behaviours affect you? How do they make you feel? Why?  How might your behaviour affect other people and how they feel?  How could you react to someone else's feeling?  If your body hurts, it can be healed – feelings can also hurt.  How could you help and improve how they feel?</p>
	<b>Healthy Relationships</b>	<p>What do we mean by a relationship?  What types of relationships do we have? (friends, acquaintances, relatives, families)  What makes a positive, healthy relationship?  What sort of skills do you need to keep all relationships positive and healthy?</p>
		<p>How should we keep playtime positive when playing with others? (listening to each other/playing cooperatively)  What behaviours are appropriate/inappropriate?  What do we mean by "bullying"?  To understand that hurtful teasing and bullying is wrong.  What should you do if teasing or bullying is happening? (to you or to someone else)  To understand and learn that their actions affect themselves and others.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. (say no to bullying)</p>
	<b>Valuing Differences</b>	<p>How are we all different? How are we all the same?  What does "discrimination" mean?  What different ways can someone show discrimination towards someone else?  What negative behaviours exist that can affect how someone feels?  (teasing/bullying/aggressive behaviour/cyber bullying/use of prejudice based language/"trolling"/how to respond and ask for help)  How should all people be treated?  What are the consequences of discrimination?  How do you know if someone is being bullied? What different types are there? (in person/online/through social media)  How should you respond if you are being bullied?  To understand that their actions affect themselves and others.  Reinforce the importance for respect for the differences and similarities between people.</p> <p>Respecting our appearance (Anti - bullying week)  Understand that there are different stereotypes (fixed ideas) about what males and females can do.  To recognise and challenge gender stereotypes.  To understand that males and females can do the same tasks and enjoy the same things.</p>
<b>Wider World</b>  <b>Summer Term</b> <b>(12 lessons)</b>	<b>Rights and Responsibilities</b>	<p>Why are group or class rules so important?  What would happen if we didn't have them?  How should we look after/respect the needs of ourselves? Of others?  What issues are of concern to us locally? In the wider World?  Discuss and debate health and wellbeing issues that are topical or of concern to the pupils.  How could resolve some of the issues?  What recommendations could we make?</p> <p>What is a community? What communities are you part of?  Which Is our local community?  What organisations/groups/institutions are within our local community? Nationally?  How do they support us?  If we needed help, who could we go to in the community? (including in an emergency)  Which groups (voluntary and other) could support us in relation to health and wellbeing?</p>

	<b>Environment</b>	<p>What kinds of responsibilities, rights and duties do you have at school? Home? In the community?</p> <p>How could we improve our local community, especially the environment?</p> <p>What responsibilities, rights and duties do you have towards the environment? Which parts? Why?</p> <p>What hazards are there? How could we help to make them safe?</p> <p>What strategies could we use to ensure that others also look after our environment</p> <p>What important factors do we need to consider? (risk assessment and risk management)</p> <p>What factors influence poor attitudes and behaviour?</p> <p>How can these affect the environment in which we live?</p> <p>To realise the consequences of antisocial and aggressive behaviours on individuals and on the community.</p>
	<b>Money</b>	<p><b>Enterprise</b></p> <p>What does it mean?</p>
		<p>How can we develop enterprise skills? (Kidzania visit)</p> <p>Where does money come from?</p> <p>What is money used for? Why?</p> <p>To learn about the role money plays in their own and others' lives. (Kidzania visit)</p> <p>To look after their money and realise that future wants and needs may be met through saving.</p> <p>How can you keep money safe? Why is it necessary?</p> <p>To be able to demonstrate simple decision making strategies (Enterprise week)</p>

#### Year 4

Core themes	Topics	
<b>Health and Wellbeing</b>  <b>Autumn Term</b> <b>(12 lessons)</b>	<b>Healthy lifestyles</b>	<p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>How can you make informed decisions or choices? (including being aware that choices can have positive, neutral and negative consequences)</p> <p>What is a "balanced lifestyle"?</p> <p>What makes a "balanced lifestyle"?</p> <p>What positive choices should you make in relation to your health?</p> <p>What would happen if you made negative choices?</p> <p>What drugs are common and available in everyday life? (medicines, caffeine, alcohol and tobacco)</p> <p>What sort of choices could you make that could have negative consequence on your health? (include alcohol, tobacco and "energy drinks" – these are commonly available substances and drugs)</p> <p>What impact/damage could they have on your immediate or future health and safety?</p> <p>Which substances or drugs are restricted or illegal to own, use and give to others? Why? What may happen?</p> <p>To understand that bacteria and viruses can affect health.</p> <p>How can infection spread be prevented? (link to virus spread)</p> <p>Link to Science - How/Why are we healthy?</p>
	<b>Growing and Changing</b>	<p>What are your strengths? How could you celebrate your achievements?</p> <p>What are your areas for improvement?</p> <p>What goals and aspirations do you have to improve? Set personal targets for the future.</p> <p><b>Changes</b></p> <p>What changes may happen in your life as you get older? (Moving house, friends, schools, birth of siblings, death of pet/family member/friend, body, emotions, feelings)</p> <p>How do those changes make you feel?</p> <p>Do we all deal with changes the same?</p> <p><b>Resilience</b></p> <p>Teach students how to have a positive growth mind set of how to cope with disappointment</p>

	<b>Keeping Safe</b>	<p>To develop strategies for keeping physically and emotionally safe, including road safety. What possible hazards could affect safety in the local environment? How could you keep safe in local area? (include rail, water and fire safety). How or who should you alert if you feel in danger?</p> <p>Why do you need to protect yourself online? How can you keep safe online? (passwords/usernames/addresses/sharing images of themselves and others)</p> <p>Why is it important to protect your personal information? How do you manage requests from others to share your images? What is/is not appropriate to ask to share online? Who should you talk to/what should you do if you feel uncomfortable or are concerned about a request? Which people can help you stay safe? Who should you approach or confide in?</p>
		Link to – Internet safety day and digital foot print. Respect others people’s privacy week
<b>Relationships Spring Term (12 lessons)</b>	<b>Feelings and Emotions</b>	<p>What is the difference between keeping something confidential or keeping a secret? Has someone ever told your secret? Why? When should we agree or not agree to this? Why? When should you keep a secret? When is it right to “break a confidence” or “share a secret”? Be honest, sometimes you can’t if it places them in danger. Discuss different scenario and which are the right choices. Who should you to confide in? Introduce the hazards that could be faced in general and online.</p> <p>Internet safety week</p>
	<b>Healthy Relationships</b>	<p>What does it mean by acceptable and unacceptable? How would you judge what is acceptable and unacceptable physical contact? What is the difference between the two? How should you respond to unacceptable physical contact? How should you respect someone’s personal space? What strategies could you use to resolve disputes and conflict? Why is it important to solve conflict by using negotiation and appropriate compromise? Encourage pupils to give constructive feedback and support through sharing different scenarios – what are the benefits to others as well as themselves? Reinforce that it is acceptable to have differing opinions or beliefs – include aspects within scenarios as a discussion point.</p> <p>Link to RE- teaching pupils how to get along and deal with various beliefs Christianity/Islam /Hinduism Sikhism</p>
	<b>Valuing Differences</b>	<p>To be able to listen and respond respectfully to a wide range of people. In what situations is it important to do this? How should you do this? How should you share your own concerns or points of view in a confident manner? What should you consider when doing this? (to recognise and care about other people’s feelings and try to be respectful.) What should you do if you do not agree with someone else’s opinion or point of view? (If you need to challenge, do so in a constructive and respectful way.) Breaking down stereotypes – use as a discussion point through role play/scenarios to explore differing viewpoints or concerns.</p> <p>(Anti - bullying week)</p>

<b>Wider World</b>  <b>Summer Term</b> <b>(12 lessons)</b>	<b>Rights and Responsibilities</b>	<p>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them –include link to deforestation of Rainforest.</p> <p>What possible solutions or recommendations could be decided upon and who should they raise these concerns to? (link to persuasive writing – English)</p> <p>What other issues concern pupils relating to health and wellbeing?</p> <p>Appreciating difference and diversity of people living in the UK - how are people different? The same? How are families the same? Different? (make links to LGBT and equality)</p> <p>Who to go to if your rights are not respected?</p> <p>What are the values and customs of people living in other countries around the world?</p> <p>How do they compare to those living in the UK?</p> <p>To learn that resources can be allocated in different ways and these economic choices affect individuals, families and communities – link to Brazil</p>
	<b>Environment</b>	<p>How can we look after the environment across the world?</p> <p>To learn that resources can be allocated in different ways and these economic choices affect individuals, families and communities.</p> <p>How can children make a difference? (exploring both local and World issues)</p> <p>Peaceful protest - children to develop these ideas to have an impact/give them a voice.</p> <p>Letter writing to local companies eg railway, or local MPs.</p> <p>(Link to Brazil unit - Rainforest – deforestation – Science/Habitats)</p>
	<b>Money</b>	<p>Pupils to learn about the role of money in their own and others' lives.</p> <p>Why do we need money? What would happen if we did not have money?</p> <p>How can you manage / look after your money? What is a critical consumer? (saving and budgeting)</p> <p>What is meant by “interest”, “loan” and “debt”?</p> <p>When would we need to use these?</p> <p>How would we get out of debt?</p> <p>What is “tax”? Where does it come from? What is it used for?</p> <p>Share examples of where taxes are used within society.</p> <p>(Link to Enterprise Week)</p> <p>Following MNP we will be focusing on money - real life situations</p>

## Year 5

Core themes	Topics	
<b>Health and Wellbeing</b>  <b>Autumn Term</b> <b>(12 lessons)</b>	<b>Healthy lifestyles</b>	<p>To understand what positively and negatively affects physical, mental and emotional health and wellbeing.</p> <p>How to make informed choices and the possible consequences they could have (positive, neutral or negative)</p> <p>The benefit of a balanced lifestyle – eg. exercise, food choices, friends</p> <p>The benefits of a balanced diet.</p> <p>The different influences on food and diet.</p> <p>The skills to make the right choices about food.</p> <p>Understanding how food choices have an effect on the human body</p>

	<b>Growing and Changing</b>	<p>Link to the Science unit “Animals including humans”.</p> <p>How their bodies change during puberty for male and females</p> <p>Introduction to reproductive systems</p> <p>How do these changes make them feel?</p> <p>How a healthy lifestyle will affect the growth of the body, well-being and positivity</p> <p>Celebrating achievements and identifying strengths/areas for improvement.</p> <p>Setting goals and having high aspirations can support personal achievements.</p> <p>To deepen understanding of good and not so good feelings – describing the range and intensity of their feelings towards others.</p> <p>How to manage complex and conflicting emotions – when /why might this happen?</p> <p>When they might need to listen to or overcome these.</p>
	<b>Keeping Safe</b>	<p>Strategies for managing personal safety in the local environment – keeping physically and emotionally safe. (Road safety crossing roads / Bikeability cycle training)</p> <p>Develop safety strategies with regards to water, rail and fire whilst out in the local environment.</p> <p>Appropriate safe behaviour whilst in the community/local environment.</p> <p>Develop strategies to keep safe online eg protecting personal information, sharing images of themselves and others.</p> <p>How to manage requests for images of themselves or of others.</p> <p>What is/is not appropriate to share online?</p> <p>What should they do or who should they talk to if they feel uncomfortable or are concerned about requests made?</p> <p>The responsible use of mobile phones – habits/safe use/use of passcode</p> <p>The skills of hazard awareness and recognition</p> <p>Risk assessment and management</p> <p>Factors which influence attitudes and behaviour</p> <p>Personal and social skills</p> <p>The role of emotions in recognising risky situations</p>
		<p>Playing a part in making communities safer</p> <p>Using equipment safely and handling it correctly and with respect</p>
<b>Relationships</b> <b>Spring Term</b> <b>(12 lessons)</b>	<b>Feelings and Emotions</b>	<p>To be able to recognise how other people are feeling and responding appropriately.</p> <p>Recognising own feelings and how to manage those.</p> <p>Having an awareness and showing sensitivity to others and their feelings.</p> <p>Responding appropriately to each other’s abilities.</p>
	<b>Healthy Relationships</b>	<p>Which people are important to us? Why?</p> <p>How can I show them that they are important to me?</p> <p>When could I give a compliment?</p> <p>How do I feel when I receive a compliment?</p> <p>To learn that their actions affect themselves and others – this includes the consequences of their actions.</p> <p>What skills do you need to develop in order to work collaboratively towards a shared goal?</p> <p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise.</p> <p>To give helpful feedback and support benefit other as well as themselves.</p> <p>Understanding what makes an effective team.</p> <p>How to develop good relationships with team members to create a welcoming and supportive atmosphere that will encourage students to work harder and to participate effectively.</p> <p>How does that make you feel?</p>

	<p><b>Valuing Differences</b></p>	<p>To be able to listen and respond respectfully to a wide range of different people.          To be able to listen to others, raise concerns and challenge points of view when necessary in a respectful appropriate manner.          To recognise and care about other people’s feelings.          To identify the factors that make people the same or different          To recognise and challenge stereotypes about the correct use of terms sex, gender identity and sexual orientation – include LGBT. (Link to Bill’s New Frock)          Understand discrimination, teasing, bullying, and aggressive behaviour and its effect on others          Understanding that everyone is equal (regardless of ability, appearance, ethnicity, religion, sex, gender identity and sexual orientation), and that everyone should be treated in a positive manner with respect.</p>
<p><b>Wider World</b>   <b>Summer Term</b>  <b>(12 lessons)</b></p>	<p><b>Rights and Responsibilities</b></p>	<p>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them, particularly involving health and wellbeing.          To offer their own recommendations/solutions around the issues and put them forward to different people.          To learn why and how rules and laws that protect us are made and enforced.          Why are different rules needed in different situations?          How are rules and laws changed? (<b>Visit to Parliament</b>)          What do we mean by “anti-social behaviour”?          How can anti-social behaviours affect wellbeing?          How could you handle, challenge or respond to anti-social behaviours?          What are the consequences of anti-social, aggressive and harmful behaviour?          How could you resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices?</p> <p>PE link - Know that every student has the right to participate in physical activities in a safe and supportive environment          Students should be able to take responsibility for their actions: physically and mentally          When competing within the Langdon partnership children should be taught to conduct themselves in a professional manner when representing the school - being role models</p>
	<p><b>Environment</b></p>	<p>To learn that pupils have different kinds of responsibilities, rights and duties at home.          What kinds of duties /responsibilities do you have (home, school, community and towards the environment)?          What skills would you need to develop to carry out these responsibilities?</p>
	<p><b>Money</b></p>	<p>How are these skills different when comparing between each of the locations (home, school, community and towards the environment)?</p> <p>For pupils to learn about the role money plays in their own and others’ lives.          Why do we need money?          What would happen if we didn’t have money?          What does it mean by being a critical consumer?          What is meant by the terms “interest”, “loan” and “debt?”          Why is it important to look after money? (including managing loans and debts.)          What should people do to ensure they don’t get further into debt?          What is “tax”?          What sorts of tax do we know?          What is this used for in society?          What would happen if people didn’t pay tax?</p> <p>Understanding the value of equipment through showing respect</p>

## Year 6

Core themes	Topics	
<b>Health and Wellbeing</b>  <b>Autumn Term (12 lessons)</b>	<b>Healthy lifestyles</b>	<p><b>New beginnings</b> (developing resilience by focussing on: education, uncomfortable feelings, relationships with peers)</p> <p><b>Healthy eating</b> – linked to the Science unit of “Animals including humans.” Identifying different food groups and making sensible healthy choices – identifying the uses and benefits of each food group and how they affect the body. To include the effects of caffeine/energy drinks, tobacco and alcohol on the body. An understanding that inappropriate use of drugs can affect children’s cardio-vascular system, mind and spirit.</p>
	<b>Growing and Changing</b>	<p><b>Sex and relationships unit of work</b> - body changes during puberty, health and hygiene (linked to the Science unit “Animals including humans.”) Understanding the reproductive systems (female and male) Emotional and physical changes that occur during puberty. The rights they have in protecting their own body. Who is responsible for their health and wellbeing? Where to go to ask for help and advice. Respecting difference in all people, including LGBT.</p> <p>Understanding how to be respectful of others and mindful when others are changing for PE/gym.</p>
	<b>Keeping Safe</b>	<p><b>Media and what’s in the news?</b> (understanding how to distinguish the difference between fact and opinions) Different influences on behaviour, including peer pressure and media influence. How images in the media (and online) do not reflect reality and can affect how people think about themselves. How to resist unhelpful pressure and ensuring pupils ask for help.</p> <p>Discuss and make pupils aware of debates around LGBT and how it is portrayed in the media.</p> <p><b>Computing:</b> Keeping safe online</p> <p>Being mindful of your own physical abilities and limits when exercising</p>
<b>Relationships</b>  <b>Spring Term (12 lessons)</b>	<b>Feelings and Emotions</b>	<p><b>Good to be me</b> (learning to accept one’s self for who they are. We are all different, and that is ok. (link to LGBT)</p> <p><b>Relationships</b> - Loss of someone close to you Exploring different feeling and emotions linked to the loss of a loved one eg forgiveness Moving on after a loss</p> <p><b>Confidentiality</b> – there may be times when it appropriate and necessary to break confidences. When may this be necessary? Why is it important? What are the consequences of not doing so?</p> <p>When discussing different families: LGBT</p> <p>Supporting others during games and within a competitive environment such as a match and understanding appropriate language to use</p>

	<b>Healthy Relationships</b>	<p><b>Getting on and falling out</b> (working with others, understanding the needs of others, saying no to bullying, LGBT: inappropriate use of Homophobic language)</p> <p><b>What constitutes a positive, healthy relationship</b>  Different types of relationships (friends, families, couples (mixed and same sex), marriage, civil partnership)  What are the skills to maintain a positive and health relationship?  When is a relationship unhealthy?  To understand that civil partnerships and marriages are examples of stable, loving relationships and are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and are of a legal age to make that commitment.  To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.  That marriage, arranged marriage and civil partnership is between two people that willingly agree.  To force someone into marriage (a forced marriage) is illegal.  The importance of speaking up</p> <p>Sportsmanship - understanding how to manage competitiveness within a high pressure environment (sports competitions)</p>
	<b>Valuing Differences</b>	<p><b>Good to be me</b>  Relationships - understanding the needs of others  To respectfully listen to others but raise concerns and challenge points of view when necessary: gender differences, different types of families (link to LGBT)  Identify factors that make people the same or different  To recognise and challenge “stereotypes”.  Understanding that others have a different skill set and children have preferences eg PE, art, drama  Understanding their own strengths and the strengths of others  About discrimination, teasing, bullying and aggressive behaviour and the effects it has on others.</p>
<b>Living in the Wider World</b>  <b>Summer Term (12 lessons)</b>	<b>Rights and Responsibilities</b>	<p><b>Representing you, me and the community – democracy</b></p> <p>Understanding how to be empathetic towards others’ needs  That human rights overrule any beliefs (LGBT), ideas or practices that harm others to be critical of what they see and read in the media to critically consider information they choose to forward to others.  To research, discuss and debate issues around health and wellbeing.  The importance of human rights (UN – The rights of the child)  To understand that harmful practices (FGM, forced marriage) are against British law (illegal) and contradict human rights.  What does it mean to be part of a community?  What groups or individuals form our local community?  What groups (voluntary or not) support us within the community? How do they do that?  Being able to conduct yourself in a respectful manner when outside of school</p> <p>Understanding the responsibilities of looking after sports/playground equipment and taking on roles within games and lessons</p>
	<b>Environment</b>	<p>About how resources are allocated and the effect this has on individuals, communities and the environment</p>
		<p>How do economic choices affect individuals, groups and the community?  What is the impact on the wider World?  Being respectful of the environments, when being out and about in the community (litter) and they go to when playing sports</p>
	<b>Money</b>	<p><b>New beginnings - Transition</b>  Understanding the differences between needs and wants  Looking at placing value on what it takes to set up an enterprise  What enterprise means for work and society  Placing value on equipment and appreciation of the value of money when regarding clothing and equipment</p>



## Resource Provision

Core themes	Topics	
<b>Health and Wellbeing</b>  <b>Autumn Term</b> <b>(12 lessons)</b>	<b>Healthy lifestyles</b>	Reinforcing hygiene – eg. personal hygiene through washing hands after going to the toilet and before eating food, toileting Healthy eating – food exploration and making healthy choices (healthy plate, cooking) Physical health - physical activities ( gross and fine motor skills), PE sessions Maintaining healthy lifestyles – eg. good food/ bad food, sleeping patterns, relaxation, self-regulation, to teach the children clear routines, dressing up/role play Life skills sessions focus on washing, cleaning (eg dental hygiene, washing hands properly), toileting, identifying likes/ dislikes
	<b>Growing and Changing</b>	Identifying and naming body parts and identifying own gender. Preparing pupils for body changes that may occur eg measuring height, preparation for puberty, appropriate touches Observing growth and change through other species (plants and animals) Science led sessions and investigative learning – growing plants from seed
	<b>Keeping Safe</b>	Road Safety – how to cross the road safely. An awareness of dangers and hazards – inside and outside of school/home eg electrical, wires, plugs, sockets, medicines, household products/substances, use of stairs and equipment, using tools appropriately, Parent’s workshops Personal Safety - good/ bad touches, seeking help and support, personal space, hazard and danger awareness, self-regulation, stranger danger, Parent’s workshops, dressing up and role play.
<b>Relationships</b>  <b>Spring Term</b> <b>(12 lessons)</b>	<b>Feelings and Emotions</b>	Identifying happy/ sad feelings in others. Demonstrating when they are happy/sad towards others. To understand and name emotions. To accept praise and boundaries and react in an appropriate manner. To understand milestones. To take pride in their own work. To demonstrate care towards others and understand the emotions of others. To regulate and self-regulate themselves. To develop strategies to enable them to relax. To demonstrate that they request a break. To be able to express themselves in a verbal or non-verbal manner. Using a range of communication tools. Developing resilience when faced with more challenging/new situations.
	<b>Healthy Relationships</b>	Who are my friends? Creating friendship trees. Identifying and demonstrating the difference between friend and familiar adult/ staff member. When carrying out activities, children taking turns, learning to wait, sharing, greeting through appropriate communication (hi 5, wave, verbal etc.) and developing methods of communication with adults and other pupils. Understanding tolerance towards other pupils/members of staff. Who is in my family? Myself, Family, family members. Creating a family tree.
	<b>Valuing Differences</b>	What am I good at? Celebrating achievements. Creating goals/next steps. Valuing and celebrating different cultures and celebrations, tolerating differences. Dressing up (boys and girls clothes) and role play. Gender awareness. me/myself/comparing differences and identifying similarities (appearance) , identifying likes and dislikes
		Using communication tools.
<b>Wider World</b>  <b>Summer Term</b>	<b>Rights and Responsibilities</b>	Having clear expectations for pupil behaviour. Ensuring pupils demonstrate respect for each other. Everyone taking turns, following the golden rules, understanding boundaries and rules. Reinforcing the school’s ethos. Ensuring pupils follow aspects for personal safety. For the child to recognise appropriate and inappropriate touches. Pupils to learn how to communicate.

<b>(12 lessons)</b>	<b>Environment</b>	<p>Looking after my belongings and keeping them in the correct place eg coat on its peg.          Tidying up after activities and knowing where resources belongs.          Looking after each other (caring) and developing an awareness of others' feelings.          Having an awareness of the local area (school site, walking to the shops, journey between home and school, my home)          Knowing familiar journeys.          Understanding the importance of wearing appropriate clothing for the activity or weather.          Observing and understanding living things in the environment.          Learning the importance of recycling.          Transitions between different environments in and out of school.</p>
	<b>Money</b>	<p>Using money as part of role play.          Shopping visits to buy items for sessions to use.          Creating social groups.          Understanding the concept of exchanges.          Going to the local café.          Keeping money safe.</p>

## Newham Primary RSHE Policy Appendix 2

Explanation of terms:

Relationships, sex and health education (RSHE), is the term most often used by schools in Newham. Health education appears in the same set of guidance from the DfE (2019) is very closely related to relationships and sex education and is often linked in lessons.

Relationships education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and sex education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that sex education is non-statutory in primary schools.

Lesson overview and long-term plan for primary RSHE

This long-term plan contains all the topics that the RSHE guidance says primary school pupils should know by the time they leave primary school.

School Year	National Curriculum subjects	RSHE Lesson Content	Notes
	That should be seen as part of the RSHE curriculum, but may be taught in other subjects, as well as part of a school wide, integrated or cross curricular approach to PSHE.	Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)	
1-6		<p><b>Caring friendships</b> How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> The importance of respecting others, even when they are very different from them (for example, physically, in</p>	<p>Some topics should be reiterated in age appropriate ways in each year of primary school to build on previous teaching. A number of these over-arching topics are included in this year 1-6 section.</p> <p>Minority family backgrounds should be included here in a natural and caring way. Respect for difference may not</p>

		<p>character, personality or backgrounds), or make different choices or have different preferences or beliefs.  The conventions of courtesy and manners.  That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p><b>Being safe</b>  Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  How to report concerns or abuse, and the vocabulary and confidence needed to do so.  Where to get advice e.g. family, school and/or other sources.</p> <p><b>Physical health and fitness</b>  How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p><b>Healthy eating</b>  The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.</p> <p><b>Health and prevention</b>  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p><b>Basic first aid</b>  How to make a clear and efficient call to emergency services if necessary.</p>	<p>mean agreement with, but by fostering respectful relationships the school will help pupils to adopt a positive approach to difference.</p> <p>Scientific names for genitals, i.e. vulva and penis should be used at an early stage for safeguarding reasons and should form part of the school's safeguarding policy. Children should not be expected to draw or discuss at length these body parts and the acknowledgement that families may also use other words for genitals should also be mentioned and respected. <u>Vagina as an internal organ and should not need to be mentioned until teaching about puberty or reproduction.</u></p>
1-2		<p><b>Families and people who care for us</b>  That families are important for children growing up because they can give love, security and stability.</p>	

	<p><b>Computing</b> Use technology safely and respectfully, keeping personal information private; where to go for help when they have concerns</p>	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p><b>Caring friendships</b> How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive to others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.</p> <p><b>Being safe</b> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p><b>Mental wellbeing</b> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings.</p> <p><b>Internet safety how to keep safe online and seek help if needed</b> That for most people the internet is an integral part of life and has many benefits.</p>	
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	<p>about content or contact on the internet</p> <p><b>P.E</b> Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p><b>Science</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><b>Physical health and fitness</b> The characteristics and mental and physical benefits of an active lifestyle.</p> <p><b>Health and prevention</b> Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Growing and that people change as they grow. Good health and how eating the right sorts of food in the right quantities, drinking enough, air quality, exercise and hygiene has an effect on health. Can be linked to R(S)HE healthy eating and health and prevention.</p>	
<p><b>Year 3-4</b></p>		<p><b>Families and people who Care for me</b> That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other which is</p>	

		<p>intended to be lifelong.  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring relationships</b>  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Respectful relationships</b>  Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness.  What a stereotype is, and how stereotypes can be unfair, negative or destructive.  The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	
	<p><b>Computing</b>  Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact</p>	<p><b>Online relationships</b>  That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.  The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	
		<p><b>Being safe</b></p>	

	<p><b>Computing</b> Use technology safely, respectfully and responsibly; recognise</p>	<p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) that they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p><b>Mental wellbeing</b> That mental wellbeing is a normal part of daily life, in the same way as physical health. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p> <p><b>Internet safety and harms</b> About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on</p>	
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	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Science</b> Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.</p>	<p>their own and others' mental and physical wellbeing. Why social media, some computer games and online gaming, for example, are age restricted. Where and how to report concerns and get support with issues online.</p> <p><b>Healthy eating</b> What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	
	<p><b>PE</b> Learn how to lead healthy, active lives. Use running, jumping, throwing and catching in isolation and in combination Play competitive games.</p>	<p><b>Physical health and fitness</b> The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).</p> <p><b>Health and prevention</b> The facts and science relating to allergies, immunisation and vaccination.</p> <p><b>Changing adolescent body</b> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>The DfE, Ofsted and common sense say that children should understand about puberty before onset. Puberty starts at different times for different children, so as a school we need to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.</p>
<p><b>Year 5-6</b></p>		<p><b>Families and people who care for me</b> The characteristics of healthy family life, commitment to</p>	

	<p><b>Science</b> Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. <b>Online relationships</b> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online.</p> <p><b>Changing adolescent body</b> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>The DfE, Ofsted and common sense<sup>2</sup> say that children should understand about puberty before its onset. Puberty starts at different times for different children so the school needs to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.</p>
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DfE 2019 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

*Approved by: Newham LA; Newham SACRE, NAPNH and NASH*