Relationships, Health and Sex Education Policy

Approved by:	**FGB**
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Relationships, Health and Sex Education Policy

Introduction

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of preparing children for "Life in all its fullness" and our core values of Love, Respect and Responsibility.

1. Links to other policies

The Relationships, Health and Sex Education policy links to the Personal, Heath, Social and Economic (PSHE) curriculum which has been developed to help promote positive mental health and emotional well-being in our pupils and to teach our students' self- responsibility for their behaviour and their lifestyle choices.

Other policies which are linked are: Anti-Bullying, Equality, Child Protection and Safeguarding and Special Educational Needs Policy.

The above policies can be found on our school website:
https://st-leonards.oxon.sch.uk/school-policies/

2. Aims

The aims of Relationships, Health and Sex Education at our school are to:

- Enable our children to be respectful, understanding and accepting citizens, who are aware and tolerant of the multitude of differences they may encounter in our modern society
- Provide a framework in which sensitive discussions can take place
- Provide young people with reliable information so they can make informed decisions about their health and bodies
- Give pupils an understanding of emotional and physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of identity and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Deal with misconceptions, myths and misunderstandings
- Safeguard pupils

3. Definitions

Relationships Education in primary school involves teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what friendship is, what family means, what a relationship is, and who the people are who can support them.

Health Education is about giving pupils the information that they need to make good decisions about their own physical health and mental wellbeing. It is important that pupils understand that good physical health contributes to good mental well-being, and vice versa. Pupils should be prepared for the onset of puberty through age-appropriate guidance.

RHE stands for Relationships and Health Education.

RHE involves a combination of sharing information and exploring issues and values. RHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RHE reduces the likelihood of young people engaging in risky behaviours (See A curriculum for life: the case for statutory PSHE education).

4. Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools as per section 34 of the Children and Social Work Act 2017.

Sex Education is not compulsory in primary schools. Elements of Sex Education are contained in the National Curriculum for science, which is compulsory, and the Department for Education recommends that "primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

5. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and make recommendations.

- Ratification – once amendments were made, the policy was shared with governors and ratified.

6. Curriculum

For information about our curriculum, see our curriculum map in Appendix 1.

We have developed the curriculum in consultation with stakeholdesr and staff, taking into account the age and needs of pupils. If pupils ask questions outside the scope of this curriculum, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

7. Delivery of RHE

RHE is mostly taught within the personal, social, health and economic (PSHE) education curriculum, although some aspects may be discussed in Religious Education. Sex Education is taught through the science curriculum and revisited in the PSHE curriculum in UKS2.

Lessons are taught by class teachers.

RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health (Year 6 only)

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For more information about our RHE curriculum, see Appendices 1 and 2.

8. Monitoring and evaluation

RHE will be monitored just like any other subject, for example through:

- Learning Walks
- Work Scrutiny
- Pupil Voice
- Staff Consultations
- Ongoing CPD

Pupils' development in RHE is monitored by class teachers termly through summative assessment. Students should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

9. Inclusion

"Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity" (Valuing All God's Children, Church of England 2019)

All students have a right to age appropriate RHE regardless of background. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

The backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families. The Safeguarding Policy will be adhered to should a safeguarding issue arise.

10. Roles and responsibilities

10.1 Governance

The Full Governing Body will approve the Policy. This policy will be reviewed annually.

10.2 The Head Teacher

The Head Teacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Sex Education (see section 11).

10.3 Staff

Staff are responsible for:

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

It is important that RHE is taught by staff trained and eager to teach RHE just like any other subject. If staff have concerns about teaching RHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

Staff delivering RHE have access to resources and guidance, on the delivery of RHE and it is included in our continuing professional development calendar.

10.4 Pupils

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

11. Parents' right to withdraw their child from RHE

Relationships and Health Education is compulsory in all primary schools. There is no right to withdraw from Relationships and Health Education.

Sex Education is not mandatory in primary schools. The National Curriculum for Science includes subject content in related areas, including puberty and reproduction in plants and animals. Parents have the right to withdraw their children from the non-statutory components of sex education (see Appendix 4). Requests should be made, in writing, to the Head Teacher and parents are encouraged to discuss the matter with a senior member of staff in the first instance. A copy of withdrawal requests will be placed in the pupil's educational record and alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1: Curriculum map

Relationships and Health Education curriculum map

At St Leonard's CE Primary School we have adopted the Twinkl PSHE curriculum which has 3 themes: Health and Wellbeing; Relationships; and Living in the Wider World. Within each of these themes are the following strands that are revisited in each phase (KS1, LKS2 and UKS2):

Health and Wellbeing	**Relationships**	**Living in the Wider World**
Safety First	TEAM	Aiming High
It's My Body	VIPS	One World
Think Positive	Be Yourself	Diverse Britain
Growing Up	Digital Wellbeing	Money Matters

This is a progressive curriculum and builds on pupils learning year on year, ensuring that every aspect covered is age appropriate. There is scope for teachers to respond to any emerging pupil needs and to adapt lessons and resources to meet the needs of each cohort of pupils and individual pupils within each cohort..

SCIB refers to Safeguarding Children In Banbury, a multi-agency group which has responded to the needs of the local community by planning units on 3 themes: Substance misuse, Online Safety, and Exploitation. We use SCIB resources to supplement our curriculum and facilitate workshops for pupils as part of our membership of this.

PSHE is usually taught within separate year groups (not our mixed-age classes) to ensure that pupils are only exposed to age-appropriate content and that progression in small steps is secure.

2025-2026 PSHE Curriculum (taught as separate year groups to ensure small steps) - Engage, Challenge, Inspire

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	It's My Body	Diverse Britain	TEAM Together Everyone Achieves More	VIPs	One World	Safety First
Key Knowledge	The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and	This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss: • communities; • being good	The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning	This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore	This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will	We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe: • outside;

	make safe choices. Lessons focus on: • sleep and exercise; • diet; • cleanliness; • substances.	neighbours; • looking after the local environment. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.	environment creates success for all. Lesson coverage includes: • behaviour; • kindness; • good choices; • bullying and teasing.	who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it	explore similarities and differences between their ways of life and that of others, considering: • families; • school; • homes. We will also think about how people around the world use their environment and how we can look after our wonderful world.	• in the home; • online; • around strangers. Children learn about The Underwear Rule, which includes information about inappropriate touching and knowing that what is covered by underwear is private. Children will also learn about who can help us as and when we need it.
Objectives	• I know I can choose what happens to my body. • I can make healthy choices about sleep and exercise. • I can make healthy choices about food and drink. • I know how to keep my body clean. • I know what is safe to eat or drink. • I can choose to keep my mind and body healthy and safe.	• I can describe ways that I can help my school community. • I can describe ways that I can be a good neighbour. • I can identify things that help and harm my neighbourhood. • I can describe what it is like to live in the British Isles. • I can explore how people living in the British Isles can be different and how they are the same. • I can talk about being British and living in the British Isles.	• I can talk about the teams I belong to. • I can be a good listener. • I can explain how to be kind and why it is important. • I can talk about unkind behaviour like teasing and bullying. • I can explain how to be a positive learner. • I can identify good and not-so-good choices.	• I can talk about the very important people in my life and explain why they are special. • I can describe why families are important. • I can describe what makes someone a good friend. • I can describe ways to help resolve arguments and disagreements without being unkind. • I can cooperate with others to achieve a task. • I can describe how I can show my special people that I care about them and I understand why this is important.	• I can explore family life in different countries and say how it is the same as mine and how it is different. • I can discuss homes and home life from around the world and say how they are the same as mine and how they are different. • I can explain what it is like to go to school in other countries and say how it is the same as or different from my school. • I can explore places where people live which are different from where I live. • I can think about how people use things from the Earth and what problems	• I know how to stay safe and who can help if I feel unsafe. • I know how to stay safe at home. • I know how to stay safe when I am out and about. • I can keep myself safe in different situations with people I don't know. • I know what I can share and what I should keep private to keep myself and others safe. • I know who to go to if I need help.

					this can cause. • I can say why it is important to care for the Earth and identify how I can help protect it.	

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	Growing Up	Be Yourself	Aiming High	Digital Wellbeing	Money Matters	Think Positive
Key Knowledge	In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.	This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.	In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.	In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.	This unit explores where money comes from and how it can be used. Children will discuss: • where money comes from and jobs people can do; • different ways people can pay for things they want or need; • how people can keep money, belongings and information safe and why it is important to do this; • the difference between wants and needs and how this can affect people's spending choices; • why it is helpful to keep track of the money people spend and how receipts can help to do this; • how money can affect people's emotions and the importance of showing kindness and respect to others. This unit is underpinned by foundations of kindness, respect and the understanding that everyone is in an individual position.	This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of: • thoughts and feelings; • ways to express emotions and cope with uncomfortable feelings; • gratitude; • mindfulness.
Objectives	• I can name the main parts of boys' and girls' bodies. • I understand how to respect	• I can talk about what makes me special. • I can name some of the	• I can think of star qualities I already have and those I would like to develop.	• I can talk about ways in which the Internet is useful. • I know how to	• I can talk about where money comes from and the ways people use it.	• I can understand how happy thoughts can make me feel good.

	my own and other people's bodies. • I understand that we are all different and different people like different things. • I can talk about my family and others' families. • I can describe how I will change as I get older. • I can describe things that might change in a person's life and how it might make them feel.	different feelings I have and can describe how they feel. • I can talk about things I like that make me feel happy. • I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. • I can discuss how change and loss make me feel. • I can share what I think and feel with confidence.	• I can explain how a positive learning attitude can help me. • I can talk about jobs that people can do and tell my friends what I want to be when I grow up. • I can understand that it is a person's interests and skills that make them suited to doing a job. • I can think about things I would like to achieve in the future. • I can think about changes which might happen to me and consider how I feel about them	balance screen time with other activities and understand why this is important. • I know how to stay safe online. • I can explain why we keep personal information private. • I know how to communicate online in ways that show kindness and respect. • I understand that not everything on the Internet is true.	• I can explain how to keep money safe and why this is important. • I can explain what personal information means and ways we can keep this private. • I can explain choices people have about spending money and why it is important to keep track of what is spent. • I can explain differences between wants and needs and discuss how this can affect people's spending decisions. • I understand that money can affect people's emotions.	• I can make good choices and consider the impact of my decisions. • I can set myself goals and consider how to achieve them. • I can discuss my feelings and opinions with others and cope with difficult emotions. • I can discuss things I am thankful for and focus on what I do have, rather than what I don't. • I can focus on what is happening now and how I am feeling.

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	TEAM Together Everyone Achieves More	Aiming High	Digital Well Being	One World	It's My Body	Be Yourself
Key Knowledge	This unit is well placed to be taught at the start of the new academic year as it explores challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.	In this unit, we will look at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.	In this unit, we will continue to explore safe, responsible Internet use. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content	This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.	Building on the foundations from the KS1 unit, in this unit, we will explore the different strategies which help us to take care of ourselves regarding: cleanliness; sleep and exercise; diet; substances. The focus on consent and respect	This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports

			and how we can manage these responsibly.		remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.	children to view these more analytically.
Objectives	• I can talk about changes and how they might make me feel. • I can explain how and why we should work well as a team. • I can describe how my actions and behaviour affect my team. • I can pay attention to and respond considerately to others. • I can describe why disputes might happen and strategies to resolve them. • I can talk about my responsibilities towards my team.	• I can identify achievements and suggest how my actions can help me to achieve. • I can identify personal goals and suggest actions that I can take to achieve them. • I can explain how a positive learning attitude can help me to learn new things. • I can identify the skills and attributes needed to do certain jobs. • I understand that we should all have equal opportunities to follow our career ambitions. • I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.	• I can identify the positives and negatives of being online. • I can be kind online and I can help make the Internet a safer place. • I know how to stay safe when communicating online and what to do if I don't feel safe. • I can decide how reliable online information is and know how to share information responsibly online. • I can identify things we shouldn't share online and give reasons why we shouldn't share them. • I understand how technology can affect our wellbeing in different ways.	• I can discuss ways in which people's lives are similar and different and give reasons for these differences. • I can explore differences of opinion and identify if I feel these are fair. • I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. • I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. • I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. • I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.	• I can choose what happens to my body and I can get help with any concerns. • I know how to keep my body healthy. • I know why it is important to get enough sleep. • I understand the importance of hygiene and what to do if I feel unwell. • I know how to take medicine safely and keep safe around drugs. • I know how to make better choices and choose healthy habits.	• I can say the things about myself that I am proud of. • I can identify the feelings I have and describe how different emotions feel. • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. • I know how to be assertive. • I can explore messages given by the media and decide if they are helpful or harmful. • I can identify different strategies I can use if I make a mistake.

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	VIPs	Think Positive	Safety First	Diverse Britain	Growing Up	Money Matters

Key Knowledge	This unit focuses on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.	This unit builds on the foundations of positive thinking covered in the KS1 unit and further develops children's strategies to: understand our feelings; cope with and manage difficult emotions; learn how to support feelings of calm; develop a growth mindset; practise mindfulness; take responsibility for our decisions.	In this unit, we will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around: rail; water; road; substances. Children will also discuss basic first aid and how to respond in an emergency situation.	This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as: rules; the law; liberty; democracy.	Building on the KS1 unit on this topic, we will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.	
Objectives	• I can explain the importance of respecting my VIPs. • I can explain how to make and keep fabulous friends. • I can identify my own support network. • I can demonstrate strategies for resolving conflicts. • I can identify what bullying is. • I know what to do if someone is being bullied.	• I understand that having a positive attitude is good for our mental health. • I can recognise and manage positive and negative thoughts effectively. • I understand that some changes can be difficult but that there are things we can do to cope. • I can use mindfulness techniques to keep calm. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges.	• I can be responsible for making good choices to stay safe and healthy. • I can identify a risky situation and act responsibly. • I understand that I can choose not to do something that makes me feel uncomfortable. • I know how to stay safe when out and about. • I know about dangerous substances and how they affect the human body. • I know how to respond in emergency situations.	• I can describe what it is like to live in the British Isles. • I can talk about what democracy is and understand why it is important. • I can talk about what rules and laws are and identify how they help us. • I can talk about what liberty means and I can identify the rights of British people. • I can describe a diverse society and talk about why it is important. • I can explain what being British means to me and to others.	• I can describe male and female body parts and explain what these are for; • I can describe how boys' bodies will change as they go through puberty; • I can describe how girls' bodies will change as they go through puberty; • I can describe the feelings that some people experience as they grow up; • I understand that there are many different types of relationships and families; • I can describe how babies are made and how they are born.	

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	TEAM	It's My Body	VIPs	Diverse Britain	Digital Well Being	Growing Up (first four bullet points and slow pace) & Think Positive (first four bullet points and slow pace)
Key Knowledge	This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.	This unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.	This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore: conflicts and resolutions; secrets and dares; healthy and unhealthy relationships.	This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.	In this unit, we will consider how to look after our wellbeing when using technologies. We will consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.	This topic builds on children's knowledge of how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image. Think Positive This unit aims to further develop children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.
Objectives	• I can talk about the attributes of a good team. • I can accept that people have	• I know that my body belongs to me and that I have control over what happens to it.	• I can explain how VIPs who love and care for each other should treat each other. • I can identify different	• I can talk about the range of faiths and ethnicities in our nation and identify ways of	• I can identify the benefits of the Internet and know how to look after my digital wellbeing. • I know how to stay safe,	• I can describe the changes that people's bodies go through during puberty and how we can look after

	different opinions and know that I can politely disagree with others and offer my own opinion. • I can compromise and collaborate to ensure a task is completed. • I can reflect on the need to care for individuals within a team. • I can identify hurtful behaviour and suggest ways I can help. • I can understand the importance of shared responsibilities in helping a team to function successfully.	• I understand why getting enough exercise and enough sleep is important. • I understand how to take care of my body. • I understand the harmful effects of using drugs, including alcohol and tobacco. • I understand what a positive body image is. • I can make informed choices in order to look after my physical and mental health.	ways to calm down when I am feeling angry or upset. • I understand that people have different opinions that should be respected. • I can identify negative influences on my behaviour and suggest ways that I can resist these influences. • I can explain when it is right to keep a secret, when it is not and who to talk to about this. • I can recognise healthy and unhealthy relationships.	showing respect to all people. • I can explain what a community is and what it means to belong to one. • I can explain why and how laws are made and identify what might happen if laws are broken. • I can discuss the terms democracy and human rights in relation to local government. • I can discuss the terms democracy and human rights in relation to national government. • I can investigate what charities and voluntary groups do and how they support the community.	healthy and happy online and when I use digital technology. • I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. • I know how to use social media responsibly to protect the health, wellbeing and rights of all. • I know what online bullying is and what to do if I see or experience it to help make it stop. • I understand not all information online is true and know how to assess the reliability of both text and images.	our changing bodies. • I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. • I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. • I understand what a loving relationship is and that there are many types of relationships. The following two points are Y6 content: • I understand what a sexual relationship is and who can have a sexual relationship. • I can describe the process of human reproduction, from conception to birth. Think Positive • I understand the link between thoughts, feelings and behaviours. • I understand the concept and impact of positive thinking. • I can recognise and manage uncomfortable feelings. • I understand the importance of

						making good choices. The following two points are Y6 content: • I can use mindfulness techniques in my everyday life. • I can apply a growth mindset in my everyday life.

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	Aiming High	One World	Safety First	Be Yourself	Growing Up (final two bullet points and slow pace) & Think Positive (final two bullet points and slow pace)	Money Matters
Key Knowledge	In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.	This unit is inspired by the concept of global citizenship and supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about: sustainability; biodiversity; global warming; natural resources. All this learning will hold central the consideration of what we can do to make the world a better place.	This time, the unit will develop children's understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe. This unit covers safety around: rail; road; water; fireworks; dangerous substances; medicines.	This unit continues to promote a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.	This topic builds on children's knowledge of how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image. Think Positive This unit aims to further develop children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and	This unit builds on learning from KS1 about different types of money and reasons we need to spend. It delves deeper, by exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need. This touches on the idea of borrowing money and debt, considering the emotional impact of this.

					behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.	
Objectives	• I can understand how people learn new things and achieve certain goals. • I can understand that a helpful attitude towards learning can help us succeed in life. • I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. • I can understand that gender, race and social class do not determine what jobs people can do. • I can understand there are a variety of routes into different jobs which may match my skills and interests. • I can discuss my goals for the future and the steps I need to take to achieve them.	• I can talk about and understand how we can be responsible global citizens. • I can describe what global warming is and what we can do to help prevent it from getting worse. • I can explain how our energy use can harm the environment and describe what we can do to help. • I can describe how we can use water responsibly and understand the importance of doing this. • I can understand what biodiversity is and explain the importance of doing all we can to encourage it. • I can make choices which make the world a better place and that help people across the world.	• I can take responsibility for my own safety. • I can assess and manage risks in different situations. • I can confidently identify and manage pressure to get involved in risky situations. • I can act sensibly and responsibly in an emergency. • I can identify hazards and reduce risks to keep myself and others safe at home. • I know how to stay safe in different outdoor environments.	• I can say the things about myself that I am proud of. • I can identify the feelings I have and describe how different emotions feel. • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. • I know how to be assertive. • I can explore messages given by the media and decide if they are helpful or harmful. • I can identify different strategies I can use if I make a mistake.	The following two points are Y6 content: • I understand what a sexual relationship is and who can have a sexual relationship. • I can describe the process of human reproduction, from conception to birth. Think Positive The following two points are Y6 content: • I can use mindfulness techniques in my everyday life. • I can apply a growth mindset in my everyday life.	• I can explain what skills are needed for a range of jobs and why people go to work. • I can explain the different ways people pay for things. • I can discuss financial risk and borrowing and explain some consequences of this. • I understand the different decisions people have to make about how to spend their money. • I can explain how adverts try to influence our spending and why they do this. • I can explain ways I can keep track of what I spend and why it is important to do this.

Appendix 2: Relationships Education

By the end of Primary school pupils should know:

This guidance is from the Statutory guidance on Relationships education, relationships and sex education (RSE) and health education

Families and people who care for me	Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • 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. • 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 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.
Caring friendships	Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards 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. • 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.

Respectful relationships	Pupils should know: • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • 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.

Online relationships	Pupils should know: • 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. • 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.
Being safe	Pupils should know: • 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. • 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) whom they do not know. • how to recognise and report feelings of being unsafe orfeeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • 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.

Appendix 3: Health Education

By the end of Primary school pupils should know:

This guidance is from the Statutory guidance on Relationships education, relationships and sex education (RSE) and health education

Mental wellbeing	Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • 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 andseek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	Pupils should know: • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle. • 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). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know: • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know: • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	Pupils should know: how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • 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.

Appendix 4: Sex Education

Aspects of Sex Education are taught within the Science Curriculum, and these are compulsory for all children:

At Key Stage 1 (Years 1 and 2) the content includes:

- knowing that animals, including humans, move, feed, grow, use their senses and reproduce
- being able to recognise and compare the main external parts of the bodies of humans
- knowing that humans and animals can produce offspring and these grow into adults
- being able to recognise similarities and differences between themselves and others and to treat others with sensitivity

Key Stage 2 (Years 3 to 6):

- knowing that the life processes common to humans and other animals include nutrition, growth and reproduction
- knowing about the main stages of the human life cycle from birth to old age, including puberty

During Years 5 and 6, during the transition phase before moving to secondary school, children will be taught about:

- changes in the body related to puberty, such as periods and voice breaking
- when these changes are likely to happen, how they may cause young people anxiety and how they can deal with these (Year 5 and 6)
- how a baby is conceived and born (Year 6 only)

These lessons will be taught in a safe learning environment in which children do not feel embarrassed or anxious about unintended or unexpected questions from others. A 'question box' will be provided for the children to anonymously post their questions. The following ground rules will also be used to ensure children and teachers are comfortable during the sessions:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- scientific names for body parts will be used
- meanings of words will be explained in a sensible and factual way

Parents will be notified via letter prior to these sessions and will have the opportunity to discuss any individual concerns and review the content to be taught with the class teacher beforehand.

Parents have the right to withdraw their children from the conception aspect of Sex Education, which is not included in the National Curriculum Science Orders, and alternative work can be set. Any requests to withdraw must be made in writing to the headteacher. By working in partnership with parents, most recognise the importance of this aspect of their child's education which is compulsory in secondary schools.