

## Relationship and Sex Education Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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### Revision History:

Version	Date	Author	Summary of Changes:
2.0	Jan 2020	TMET	To update in line with revised legislation in place-Sep 2020
2.1	March 2018	TMET	New Trust Policy Template
2.2	November 2022	Karla Hussey	Year group curriculum statements added Equality and Everyone's Welcome added
3.0	November 2022	ACU	New Trust policy template

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## Relationships and Sex Education Policy

### 1. Introduction

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

#### Primary:

As a primary school, we must provide relationships and sex education (RSE) to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

The Trust's funding agreements require it to have regard to RSE [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#), when teaching RSE.

### 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE (only where this was deemed age appropriate and beneficial).
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

#### **4. Definition**

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

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

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The curriculum has been developed in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by the class teacher or a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

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

TMET Schools will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, this content will be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson.

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

## **8. Roles and responsibilities**

### **8.1 The Board of Trustees**

The Board will approve the RSE policy and hold the principal to account for its implementation.

### **8.2 The Principal**

The principal is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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 RSE

All teachers are responsible for delivering their year groups RSE content. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal.

### **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE.

Requests for withdrawal should be made by using the form found in Appendix 3 or by making an appointment to see the principal or vice principal.

Alternative work will be given to pupils who are withdrawn from Sex Education.

## 10. Training

Staff are trained on the delivery of RSE yearly as part of the school's CPD programme.

The principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE at Fosse Mead Primary Academy is monitored by SLT and the PSHE leader through:

- Curriculum reviews and planning arrangements
- Learning walks
- Book looks
- Twitter
- Pupil and parent surveys
- Policy checks

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

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

## 12. Equality

At Fosse Mead Primary Academy, we regularly discuss and support all aspects of the Equality Act (2010). Discussions take place both through assemblies and our curriculum, at an age-appropriate level, to help our children build a growing awareness of the principles and impact of the Equality Act (2010).

Children are encouraged to recognise how our similarities and differences unite us and enrich the local, national, and global communities that we belong to.



As a community, we are working together to build a culture where prejudice and hatred is not accepted. Therefore, bullying that is homophobic, transphobic, racist, targeted at faith, sexist or disablist will not be tolerated and will be treated seriously.

At Fosse Mead, we teach that everyone is welcome through our No Outsiders Inclusive Education Programme which aims to empower children, promote community cohesion and prepare pupils for life in modern Britain. You can see the full scheme of books and learning intentions in Appendix 4.

Appendix 1: Relationships and sex education curriculum map

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life

<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



## YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Relationships	<p><b>Families and friendships</b></p> <p>Roles of different people; families; feeling cared for</p> <p>PoS Refs: R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children’s lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tel them — if they are worried about something in their family</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE Lessons</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<p><b>Safe relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <p>PoS Refs: R10, R13, R15, R16, R17</p>	<ul style="list-style-type: none"> <li>about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>about what it means to keep something private, including parts of the body that are private</li> <li>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>when it is important to ask for permission to touch others</li> <li>how to ask for and give/not give permission</li> </ul>	<p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<p><b>Respecting ourselves and others</b></p> <p>How behaviour affects others; being polite and respectful</p> <p>PoS Refs: R21, R22</p>	<ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel</li> <li>about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living in the wider world</p>	<p><b>Belonging to a community</b></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>	<p><a href="#">1 decision - Being responsible (£)</a></p> <p><a href="#">Experian - Values, Money and Me (KS1)</a></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living in the wider world</p>	<p><b>Media literacy and Digital resilience</b></p> <p>Using the internet and digital devices; communicating online</p> <p>PoS Refs: L7, L8</p>	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	<p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p>
	<p><b>Money and Work</b></p> <p>Strengths and interests; jobs in the community</p> <p>PoS Refs: L14, L16, L17</p>	<ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul>	<p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health and wellbeing</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul>	<p><a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a></p> <p><a href="#">1 decision - Keeping/staying healthy (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p><a href="#">PSHE Association - Dental Health</a></p> <p><a href="#">Lifebuoy - 'Soaper Heroes' lesson plans</a></p>

<p><b>Growing and changing</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul>	<p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS1)</a></p> <p><a href="#">Medway Public Health Directorate - Primary RSE Lessons</a></p> <p><a href="#">1 decision - Feelings and emotions (£)</a></p>
<p><b>Keeping safe</b></p> <p>How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<p><a href="#">Thinkuknow: Jessie and Friends</a></p> <p><a href="#">1 decision - Computer safety/Hazard watch (£)</a></p> <p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p>

## YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Relationships	<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<p><b>Safe relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<p><a href="#">1 decision - Relationships (£)</a></p> <p><a href="#">Thinkuknow Jessie and Friends</a></p>
	<p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism</a></p>

	<p><b>Belonging to a community</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> <li>• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• about different rights and responsibilities that they have in school and the wider community</li> <li>• about how a community can help people from different groups to feel included</li> <li>• to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	<p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism</a></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living in the wider world</p>	<p><b>Media literacy and Digital resilience</b></p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> <li>• the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> </ul>	<p><a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a></p>
	<p><b>Money and Work</b></p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul>	<p><a href="#">1 decision - Money matters (£)</a></p> <p><a href="#">Experian - Values, Money and Me (KS1)</a></p>

Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p><a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a></p> <p><a href="#">PSHE Association - The Sleep Factor</a></p> <p><a href="#">1 decision - Keeping/staying healthy (£)</a></p> <p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS1)</a></p> <p><a href="#">1 decision - Feelings &amp; emotions (£)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p> <p><a href="#">PSHE Association - Dental Health</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 1-2)</a></p> <p><a href="#">Winston’s Wish – Loss and bereavement</a></p> <p><a href="#">Lifebuoy - ‘Soaper Heroes’ lesson plans</a></p>
	<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE Lessons (KS1)</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£)</a></p>

Health and wellbeing	<p><b>Keeping safe</b></p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p><a href="#">1 decision - Keeping/staying safe (£)</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 1-2)</a></p>
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## YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Relationships	<p><b>Families and friendships</b></p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p><a href="#">Coram Life Education – The Adoptables’ Schools Toolkit</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<p><b>Safe relationships</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>that bullying and hurtful behaviour is unacceptable in any situation</li> <li>about the effects and consequences of bullying for the people involved</li> <li>about bullying online, and the similarities and differences to face-to-face bullying</li> <li>what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	



	<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<ul style="list-style-type: none"><li>• to recognise respectful behaviours e.g. helping or including others, being responsible</li><li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li><li>• the importance of self-respect and their right to be treated respectfully by others</li><li>• what it means to treat others, and be treated, politely</li><li>• the ways in which people show respect and courtesy in different cultures and in wider society</li></ul>	<p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p>
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Living in the wider world	<p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>• the reasons for rules and laws in wider society</li> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> <li>• to identify basic examples of human rights including the rights of children</li> <li>• about how they have rights and also responsibilities</li> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	
	<p><b>Media literacy and Digital resilience</b></p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p>
	<p><b>Money and Work</b></p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	<p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), Gender stereotypes (£)</a></p> <p><a href="#">LOUD! Network - Job skills, influences and goals</a></p> <p><a href="#">Environment Agency – Flood alert</a></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health and wellbeing</p>	<p><b>Physical health and Mental wellbeing</b></p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> </ul>	<p><a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a></p> <p><a href="#">PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</a></p> <p><a href="#">1 decision Keeping/staying healthy; Feelings &amp; emotions (£)</a></p>
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Health and wellbeing		<ul style="list-style-type: none"> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>about the things that affect feelings both positively and negatively</li> <li>strategies to identify and talk about their feelings</li> <li>about some of the different ways people express feelings e.g. words, actions, body language</li> <li>to recognise how feelings can change overtime and become more or less powerful</li> </ul>	
	<b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks  PoS Refs: H27, H28, H29	<ul style="list-style-type: none"> <li>that everyone is an individual and has unique and valuable contributions to make</li> <li>to recognise how strengths and interests form part of a person's identity</li> <li>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	<a href="#">Premier League Primary Stars KS2 PSHE Self-esteem; Inclusion</a>  <a href="#">FPA – Growing up with Yasmine and Tom (£)</a>
	<b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places  PoS Refs: H38, H39, H41	<ul style="list-style-type: none"> <li>how to identify typical hazards at home and in school</li> <li>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>about fire safety at home including the need for smoke alarms</li> <li>the importance of following safety rules from parents and other adults</li> <li>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<a href="#">PSHE Association and GambleAware KS2 Lesson 1 Exploring risk</a>  <a href="#">1 decision Keeping/staying safe (£)</a>  <a href="#">PSHE Association – Drug and Alcohol Education (Year 3-4)</a>  <a href="#">Environment Agency – Canal and river safety / Flood alert</a>

## YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Relationships	<p><b>Families and friendships</b></p> <p>Positive friendships, including online</p> <p>PoS Refs: R10, R11, R12, R13, R18</p>	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<p><b>Safe relationships</b></p> <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>PoS Refs: R20, R23, R27, R28</p>	<ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">1 decision Computer safety (£)</a></p>

<p><b>Respecting ourselves and others</b></p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"><li>• to recognise differences between people such as gender, race, faith</li><li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li><li>• about the importance of respecting the differences and similarities between people</li><li>• a vocabulary to sensitively discuss difference and include everyone</li></ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></p>
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Living in the wider world	<p><b>Belonging to a community</b></p> <p>What makes a community; shared responsibilities</p> <p>PoS Refs: L4, L6, L7</p>	<ul style="list-style-type: none"> <li>the meaning and benefits of living in a community</li> <li>to recognise that they belong to different communities as well as the school community</li> <li>about the different groups that make up and contribute to a community</li> <li>about the individuals and groups that help the local community, including through volunteering and work</li> <li>how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p><a href="#">PSHE association Inclusion, belonging and addressing extremism</a></p> <p><a href="#">RSPCA - Compassionate class KS2</a></p> <p><a href="#">Worcester University - Moving and moving home (KS2)</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How data is shared and used</p> <p>PoS Refs: L13, L14</p>	<ul style="list-style-type: none"> <li>that everything shared online has a digital footprint</li> <li>that organisations can use personal information to encourage people to buy things</li> <li>to recognise what online adverts look like</li> <li>to compare content shared for factual purposes and for advertising</li> <li>why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
	<p><b>Money and Work</b></p> <p>Making decisions about money; using and keeping money safe</p> <p>PoS Refs: L17, L19 L20, L21</p>	<ul style="list-style-type: none"> <li>how people make different spending decisions based on their budget, values and needs</li> <li>how to keep track of money and why it is important to know how much is being spent</li> <li>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p><a href="#">Experian - Values, Money and Me (KS2)</a></p>
Health and wellbeing	<p><b>Physical health and Mental wellbeing</b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> </ul>	<p><a href="#">PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</a></p> <p><a href="#">1 decision Keeping/staying healthy (£)</a></p>

PoS Refs: H2, H5, H11

- how to maintain oral hygiene and dental health, including how to brush and floss correctly
- the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

[PSHE Association - Dental Health](#)



Health and wellbeing	<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• that for some people their gender identity does not correspond with their biological sex</li> <li>• how to recognise, respect and express their individuality and personal qualities</li> <li>• ways to boost their mood and improve emotional wellbeing</li> <li>• about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<p><a href="#">Premier League Primary Stars – Self-esteem/ Resilience</a></p>
	<p><b>Keeping safe</b></p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>	<p><a href="#">PSHE Association – Drug and Alcohol Education (Year 3-4)</a></p>

## YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Relationships	<p><b>Families and friendships</b></p> <p>Managing friendships and peer influence</p> <p>PoS Refs: R14, R15, R16, R17, R18, R26</p>	<ul style="list-style-type: none"> <li>• what makes a healthy friendship and how they make people feel included</li> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<p><b>Safe relationships</b></p> <p>Physical contact and feeling safe</p> <p>PoS Refs: R9, R25, R26, R27, R29</p>	<ul style="list-style-type: none"> <li>• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person’s mind and body when they are uncomfortable</li> <li>• that it is never someone’s fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	<p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>

<p><b>Respecting ourselves and others</b></p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>PoS Refs: R20, R21, R31, R33</p>	<ul style="list-style-type: none"> <li>• to recognise that everyone should be treated equally</li> <li>• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• what discrimination means and different types of discrimination e.g., racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g., trolling and harassment</li> </ul>	<p><a href="#">Premier League - Primary Stars Behaviour/relationships Do the right thing; Developing values</a></p> <p><a href="#">Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons</a></p>
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		<ul style="list-style-type: none"> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> </ul>	
Living in the wider world	<p><b>Belonging to a community</b></p> <p>Protecting the environment; compassion towards others</p> <p>PoS Refs: L4, L5, L19</p>	<ul style="list-style-type: none"> <li>about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>how to show compassion for the environment, animals and other living things</li> <li>about the way that money is spent and how it affects the environment</li> <li>to express their own opinions about their responsibility towards the environment</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</a></p> <p><a href="#">Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</a></p> <p><a href="#">1 decision – Being responsible (£)</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>How information online is targeted, different media types, their role and impact</p> <p>PoS Refs: L12, L14</p>	<ul style="list-style-type: none"> <li>to identify different types of media and their different purposes e.g., to entertain, inform, persuade or advertise</li> <li>basic strategies to assess whether content online (e.g., research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>that some media and online content promote stereotypes</li> <li>how to assess which search results are more reliable than others</li> <li>to recognise unsafe or suspicious content online</li> <li>how devices store and share information</li> </ul>	<p><a href="#">Guardian foundation and National Literacy Trust - NewsWise</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">City of London Police - Cyber Detectives</a></p>
	<p><b>Money and Work</b></p> <p>Identifying job interests and aspirations. what influences career choices, workplace stereotypes</p> <p>PoS Refs: L27, L28, L29, L31, L32</p>	<ul style="list-style-type: none"> <li>to identify jobs that they might like to do in the future</li> <li>about the role ambition can play in achieving a future career</li> <li>how or why, someone might choose a certain career</li> <li>about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>the importance of diversity and inclusion to promote people’s career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g., college, apprenticeships, university, training</li> </ul>	<p><a href="#">LOUD! Network - Job skills, influences and goals</a></p>

	<p><b>Physical health and Mental wellbeing</b></p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<ul style="list-style-type: none"><li>• how sleep contributes to a healthy lifestyle</li><li>• healthy sleep strategies and how to maintain them</li><li>• about the benefits of being outdoors and in the sun for physical and mental health</li><li>• how to manage risk in relation to sun exposure, including skin damage and heat stroke</li></ul>	<p><a href="#">PSHE Association – The Sleep factor</a></p>
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Health and wellbeing	PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> <li>• how medicines can contribute to health and how allergies can be managed</li> <li>• that some diseases can be prevented by vaccinations and immunisations</li> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul>	<a href="#">PSHE Association – Drug and Alcohol Education (Year 5-6)</a>  <a href="#">Lifebuoy - 'Soaper Heroes' lesson plans</a>
	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing  PoS Refs: H16, H25, H26, H27	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	<a href="#">PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</a>  <a href="#">Medway Public Health Directorate - Primary RSE lessons</a>  <a href="#">1 decision Growing and Changing (£)</a>  <a href="#">FPA – Growing up with Yasmine and Tom (£)</a>
	<b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM  PoS Refs: H38, H43, H44, H45	<ul style="list-style-type: none"> <li>• to identify when situations are becoming risky, unsafe or an emergency</li> <li>• to identify occasions where they can help take responsibility for their own safety</li> <li>• to differentiate between positive risk taking (e.g., trying a challenging new sport) and dangerous behaviour</li> <li>• how to deal with common injuries using basic first aid techniques</li> <li>• how to respond in an emergency, including when and how to contact different emergency services</li> <li>• that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>• what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<a href="#">St John Ambulance: 'First Aid Training in School' lesson plans, KS2</a>  <a href="#">Environment Agency – Canal and river safety / Flood alert</a>  <a href="#">PSHE Association and GambleAware - Lesson 1 Exploring risk</a>  <a href="#">PSHE Association - Keeping safe: FGM</a>

## YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Relationships	<p><b>Families and friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p>PoS Refs: R1, R2, R3, R4, R5, R7</p>	<ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• about the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g., a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• that to force anyone into marriage is illegal</li> <li>• how and where to report forced marriage or ask for help if they are worried</li> </ul>	<p><a href="#">Medway Public Health Directorate Primary RSE</a></p>
	<p><b>Safe relationships</b></p> <p>Recognising and managing pressure; consent in different situations</p> <p>PoS Refs: R26, R28, R29</p>	<ul style="list-style-type: none"> <li>• to compare the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends including online</li> <li>• how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> <li>• what consent means and how to seek and give/not give permission in different situations</li> </ul>	<p><a href="#">Thinkuknow Play Like Share</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>

	<p><b>Respecting ourselves and others</b></p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> <li>• about the link between values and behaviour and how to be a positive role model</li> <li>• how to discuss issues respectfully</li> <li>• how to listen to and respect other points of view</li> <li>• how to constructively challenge points of view they disagree with</li> <li>• ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p><a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a></p>
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Living in the wider world	<p><b>Belonging to a community</b></p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></p> <p><a href="#">PSHE association Inclusion, belonging and addressing extremism</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p>
	<p><b>Media literacy and Digital resilience</b></p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>• about the benefits of safe internet use e.g., learning, connecting and communicating</li> <li>• how and why images online might be manipulated, altered, or faked</li> <li>• how to recognise when images might have been altered</li> <li>• why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• that social media sites have age restrictions and regulations for use</li> <li>• the reasons why some media and online content is not appropriate for children</li> <li>• how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• about sharing things online, including rules and laws relating to this</li> <li>• how to recognise what is appropriate to share online</li> <li>• how to report inappropriate online content or contact</li> </ul>	<p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">BBFC - lessons Let's watch a film! Making choices about what to watch</a></p> <p><a href="#">City of London Police - Cyber Detectives</a></p>



	<p><b>Money and Work</b></p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> <li>• about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• about value for money and how to judge if something is value for money</li> <li>• how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• how having or not having money can impact on a person’s emotions, health and wellbeing</li> <li>• about common risks associated with money, including debt, fraud and gambling</li> <li>• how money can be gained or lost e.g., stolen, through scams or gambling and how these put people at financial risk</li> <li>• how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p><a href="#">PSHE Association and GambleAware – Exploring risk in relation to gambling</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>
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**Physical health and Mental wellbeing**

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g., switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

[PSHE Association Mental Health and wellbeing lessons \(KS2 Y5-6\)](#)

[Every Mind Matters KS2 Social media, sleep & physical and mental wellbeing](#)

[Guardian foundation and National Literacy Trust - NewsWise](#)

[Winston's Wish – Loss and bereavement](#)

**Growing and changing**

Human reproduction and birth;  
increasing independence; managing  
transitions

- to recognise some of the changes as they grow up e.g., increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school

[Medway Public Health Directorate](#)

[Primary RSE](#)

[City to Sea – Rethink Periods](#)

Health and wellbeing	<p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> <li>• practical strategies that can help to manage times of change and transition e.g., practising the bus route to secondary school</li> <li>• identify the links between love, committed relationships and conception</li> <li>• how pregnancy occurs i.e., when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	<p><a href="#">Every Mind Matters KS2 - Transition to secondary school</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (£)</a></p>
	<p><b>Keeping safe</b></p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>• how to protect personal information online</li> <li>• to identify potential risks of personal information being misused</li> <li>• strategies for dealing with requests for personal information or images of themselves</li> <li>• to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>• that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	<p><a href="#">1 decision – Computer safety (£)</a></p> <p><a href="#">BBFC - lessons Let's watch a film! Making choices about what to watch</a></p> <p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 5-6)</a></p> <p><a href="#">City of London Police - Cyber Detectives</a></p>

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g., family, school and/or other sources</li></ul>

### Appendix 3: Physical Health and Mental Wellbeing - Knowledge that pupils should have by the end of primary school

Curriculum content related to RSE can be found detailed below. For further details, please refer to pages 32-35 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• how to recognise and talk about their emotions, including having a</li> <li>• varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>



<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p>Healthy eating</p>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

<p>Health and prevention</p>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<p>Basic first aid</p>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Appendix 4: Parent form: withdrawal from sex education within RSE**

Parents can request withdrawal from sex education within RSE as per section 9 of this policy.

Requests for withdrawal should be put in writing and addressed to the Principal.

Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

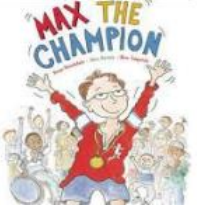
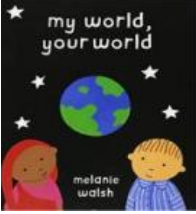
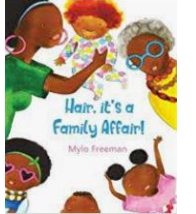
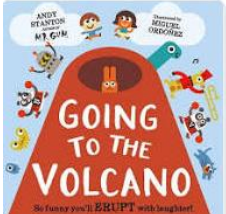


TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

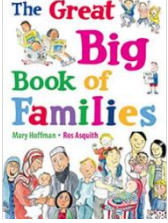
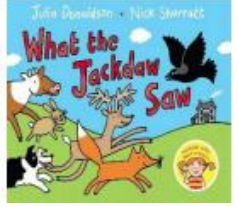
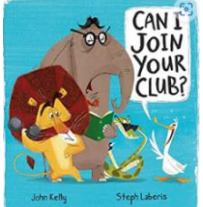

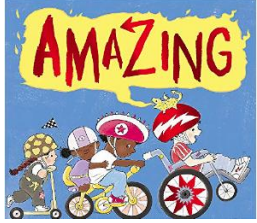
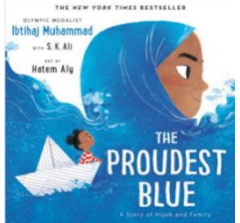
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

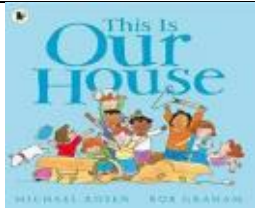
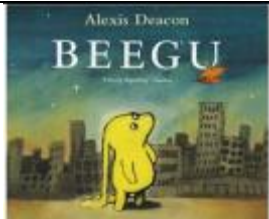
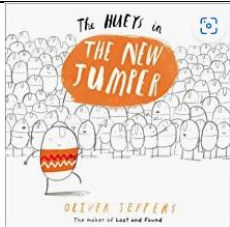
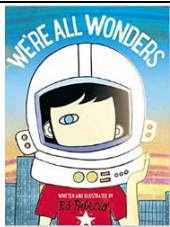
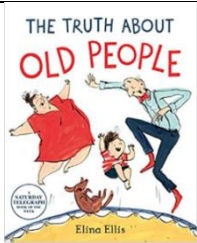
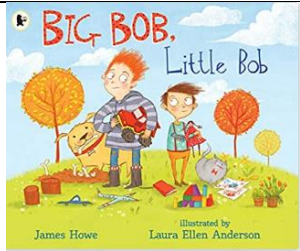
## Appendix 5: Everyone's Welcome: No Outsiders Scheme

F1	1	2	3
<b>Book Title</b>	<b>Elmer</b> by David McKee	<b>Want to Play Trucks?</b> by Ann Scott and Bob Graham	<b>Family and Me!</b> by Michaela Dias- Hayes
			
<b>Theme</b>	Being yourself	Friendship	Families
<b>Learning Intention</b>	To like who you are	To find ways to play together	To know what makes me, me

F2	1	2	3	4	5	6
<b>Book Title</b>	<b>The Family Book</b> by Todd Parr	<b>You Choose</b> by Nick Sharratt & Pippa Goodheart	<b>Mommy, Mamma and Me</b> by Leslea Newman and Carol Thompson	<b>Blue Chameleon</b> by Emily Gravett	<b>Red Rockets and Rainbow Jelly</b> by Sue Heap and Nick Sharratt	<b>Hello</b> by Brendan Wenzel
						
<b>Theme</b>	All families are different	Being yourself	All families are different	Racism	Accepting difference	Friendship
<b>Learning Intention</b>	To understand that all families are different	To say what I like	To celebrate my family	To make friends and accept differences	To know it is okay to like different things	To know how to make friends with different people




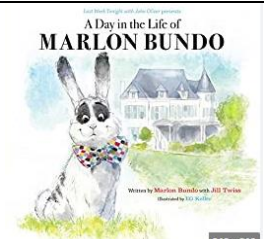
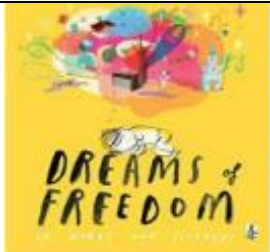
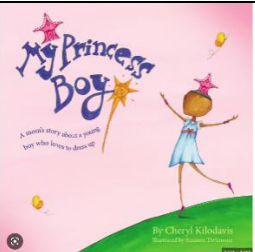
Year 1	1	2	3	4	5	6
<b>Book Title</b>	<b>Max the Champion</b> by S. Stockdale	<b>My World, your World</b> by Melanie Walsh	<b>Hair, it's a Family Affair</b> by Mylo Freeman	<b>Going to the Volcano</b> by Andy Stanton	<b>Errol's Garden</b> by Gillian Hibbs	<b>That's Not My Name!</b> by Anoosha Syed
						
<b>Theme</b>	Disability	Race	Being yourself	Community	Choosing to help	Courage
<b>Learning Intention</b>	To understand that our bodies work in different ways	To understand that we share the world with different people	To be proud of who you are	To make a difference by joining in	To know how to work together	To stand up for yourself

Year 2	1	2	3	4	5	6
<b>Book Title</b>	<b>The Great Big Book of Families</b> by Mary Hoffman	<b>What the Jackdaw Saw</b> by Julia Donaldson and Nick Sharratt	<b>Can I Join Your Club</b> by John Kelly	<b>How to be a lion</b> by Ed Vere	<b>Amazing</b> by Steve Anthony	<b>The Proudest Blue</b> by Ibtihaj Muhammad
						
<b>Theme</b>	All families are different	Disability	Community	Being yourself	Friendship	Race
<b>Learning Intention</b>	To understand what diversity is	To communicate in different ways	To welcome different people	To have self-confidence	To think about what makes a good friend	To be proud of who you are

Year 3	1	2	3	4	5	6
<b>Book Title</b>	<b>This is Our House</b> by Michael Rosen	<b>Beegu</b> by Alexia Deacon	<b>The Hueys in The New Jumper</b> by Oliver Jeffers	<b>We're All Wonders</b> by R J Palacio	<b>The Truth About Old People</b> by Elina Ellis	<b>All Are Welcome</b> by Alexandra Penfold and Suzanne Kaufman
						
<b>Theme</b>	Bullying	Bullying	Being yourself	Disability	Discrimination	Gender stereotypes
<b>Learning Intention</b>	To understand what discrimination means	To be welcoming	To express individuality	To understand what a bystander is	To recognise a stereotype	To accept that people like different things

Year 4	1	2	3	4	5	6
<b>Book Title</b>	<b>Dogs Don't Do Ballet</b> by Anna Kemp and Sara Ogilvie	<b>Red a Crayon's Story</b> by Michael Hall	<b>King and King</b> by Linda De Haan and Stern Nijland	<b>Along Came a Different</b> by Tom McLaughlin	<b>Julian is a Mermaid</b> by Jessica Love	<b>Shine</b> by Sarah Asuquo
						
<b>Theme</b>	Self – confidence	Being yourself	Relationships	Discrimination	Individuality	Bullying
<b>Learning Intention</b>	To choose when to be assertive	To be proud of who I am	To understand why people choose to get married	To help someone accept difference	To show acceptance	To recognise how difference make us special

Year 5	1	2	3	4	5	6
<b>Book Title</b>	<b>How to Heal a Broken Wing</b> by Bob Graham	<b>And Tango Makes Three</b> by Justin Richardson and Peter Parnell	<b>The Girls</b> by Lauren Ace	<b>Mixed</b> by Arree Chung	<b>King of the Sky</b> by Nicola Davis	<b>Kenny Lives with Erica and Martina</b> by Olly Pike
						
<b>Theme</b>	Being kind	Equality	Friendship	Racism	Immigration	Discrimination
<b>Learning Intention</b>	To recognise when someone needs help	To understand equality	To know what makes a good friend	To know how to respond to racist behaviour	To understand immigration	To consider consequences

Year 6	1	2	3	4	5	6
<b>Book Title</b>	<b>The Only Way is Badger</b> by Stella Jones and Carmen Saldana	<b>Leaf</b> by Sandra Dieckmann	<b>The Island</b> by Armin Greder	<b>A Day in a Life of Marlon Bundo</b> by Marlon Bundo and Jill Twiss	<b>Dreams of Freedom</b> by Amnesty International	<b>My Princess Boy</b> by C. Kilodavis and S. DeSimone
						
<b>Theme</b>	Pupil voice	Celebrate difference	Racism	Human rights	Equality	Diversity
<b>Learning Intention</b>	To consider freedom of speech	To overcome fears about difference	To challenge the causes of racism	To consider democracy	To recognise my freedom	To show acceptance