

# Relationships and Health Education Policy



Approved by:

Date: July 2021

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Next review due by: July  
2022

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## 1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Prepare pupils for puberty, and give them an understanding of puberty development and the importance of health and hygiene
- To support pupils to develop resilience, to know how and when to ask for help, and to know where to access support.
- 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
- Provide a consistent standard of relations and health education across the school
- Promote responsible behaviour towards healthy relationships as future adults
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Combat exploitation.

At Crowland, RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RHE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RHE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

We want our children to be aware and informed about the world around them. Resources and materials will be carefully selected in order to ensure that there is no bias or prejudice against any form of sexual

orientation, family structure or relationships. We aim to promote values which are appropriate within our current diverse society and ones that nurture understanding, tolerance and respect towards all others.

We also pay particular attention on how children understand their own sense of self protection and the subtle messages around 'consent'. We aim for all our pupils to understand the concept of 'private space' and be able to demonstrate respectful behavior towards others through language use and subtle messaging; especially in relationships where they may feel 'overfamiliar'.

## 1.1 Equality, inclusion and social justice

*'Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls; and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.'*

[Department for Education](#) (2019, p.14)

RHE is a key vehicle for promoting equality, inclusion and social justice. Our RHE is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in school. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to RHE that makes every pupil feel valued and included and is relevant to them. We will also ensure that we consider the religious and cultural background of all pupils when teaching RHE.

Inclusive RHE at Crowland Primary School, will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements contained in the science national curriculum which refers to knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within Health Education lessons.

The DfE guidance 2019 **recommends** that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. However, as an inclusive school we value and respect religious and cultural nuances and we feel that this aspect of education should be left with parental discretion until our pupils move up to secondary school where it is statutory.

The non-statutory elements of Sex Education will therefore not be taught at Crowland Primary School.

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

In Crowland Primary School, we teach Relationships Health Education as outlined in this policy.

### 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. The headteacher pulled together all relevant information including relevant national and local guidance followed by consultation with the senior leadership team
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parents and carers were invited to attend a meeting about the policy and their contributions were noted and included in this policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

RHE is not about the promotion of sexual activity or sexual orientation.

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

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

### 5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 that children are fully informed and don't seek answers online.

## 5.1 Statutory RHE Curriculum Content

Our RHE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

<p><b>Families and people who care for me</b></p>	<p><b>Pupils should know:</b></p> <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>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know:</b></p> <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>
<p><b>Respectful relationships</b></p>	<p><b>Pupils should know:</b></p> <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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Online relationships</b>	<p><b>Pupils should know:</b></p> <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>
<b>Being safe</b>	<p><b>Pupils should know:</b></p> <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>

## 5.2 Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **5.3 Non-Statutory Sex Education**

In Crowland Primary School non-statutory sex education is not covered in the curriculum.

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

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

## **6. Delivery of RHE**

Our Relationships and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single gender question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RHE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend.

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).

## **6.1 Dealing with sensitive issues and difficult questions**

Pupils' questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

Teachers will reply to, and answer, children's questions sensitively and openly.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If staff are faced with a question they do not feel comfortable answering within the classroom, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

## **6.2 Use of Materials and External Speakers**

The use of materials pertaining to sensitive subjects such as changing bodies, naming of body parts, puberty and menstrual cycle will be shared with parents before delivery. This will be done at the beginning of each of unit or at the onset of the academic year during which this subject matter will be taught.

Books on the whole of RHE curriculum and subjects such as puberty and menstruation will also be made available to children through the normal book collections and resources.

External guest speakers will also be deployed as an extra reinforcement to the pupils' learning and curriculum coverage

# **7. Roles and responsibilities**

## **7.1 The governing board**

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.



## 7.2 The headteacher

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

## 7.3 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 parents who may wish to see teaching resources for RHE

Class teachers are responsible for teaching RHE at Crowland Primary School.

Staff will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of health education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

## 7.4 Pupils

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

## 7.5 School Nurse

The School nurse will ensure that there are products available for girls in the medical room in order to support with the onset of periods towards the end of KS2. This will be made available to children for access as and when needed. The school nurse is responsible for distribution.

## 8. Parents

The school is well aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RHE policy and practice
- Share any materials relating to sensitive subject matter with parents prior to teaching
- Answer any questions that parents may have about the RHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school

## **9. Training**

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHE.

## **10. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **11. Equalities and Diversity**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RHE as a means of promoting any form of sexual orientation.

## **12. Monitoring arrangements**

The delivery of RHE is monitored by the senior leadership team through planning scrutinies, learning walks and time-tabling arrangements

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

This policy will be reviewed by SLT and the headteacher on an annual basis. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum maps

### RHE: Reception

Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p><b>Who...Me?</b> (Understanding how it feels to belong and that we are all different.)</p> <p><b>How am I feeling today?</b> (Recognising our feelings.)</p> <p><b>Being at School</b> (Being part of a community.)</p> <p><b>Gentle hands</b> (Understanding how to be kind.)</p> <p><b>Our Rights</b> (Understanding children's right to learn and play.)</p> <p><b>Our responsibilities</b></p>	<p><b>What am I good at?</b> (Understanding that we are all good at different things.)</p> <p><b>I'm Special, I'm Me!</b> (Being different makes us special.)</p> <p><b>Families</b> (Knowing that we are all different but the same in some ways.)</p> <p><b>Houses and Homes</b></p> <p><b>Making friends</b></p> <p><b>Standing up for Yourself!</b> (Knowing what to do if someone is unkind.)</p>	<p><b>Challenges</b> (How to face a challenge.)</p> <p><b>Never Giving Up</b> (How to be resilient.)</p> <p><b>Setting a Goal</b></p> <p><b>Obstacles and Support</b> (How to encourage and help people.)</p> <p><b>Flight to the Future</b> (Future jobs.)</p> <p><b>Footprint Awards</b> (How it feels to achieve a goal.)</p>	<p><b>Everybody's Body</b> (How to keep fit.)</p> <p><b>We like to move it, move it!</b> (How to move and rest.)</p> <p><b>Food Glorious Food</b> (Healthy eating.)</p> <p><b>Sweet Dreams</b> (Understanding the importance of sleep.)</p> <p><b>Keeping Clean</b> (How to wash hands and keep clean.)</p> <p><b>Stranger Danger</b> (How to keep safe from people we don't know.)</p>	<p><b>My Family and Me!</b> (How I belong.)</p> <p><b>Make Friends, never break up! (2 lessons)</b> (How to make and keep friends. Solving conflicts.)</p> <p><b>Falling Out and Bullying (2 lessons)</b> (Understanding the impact of kind words. How to manage feelings.)</p> <p><b>Being the best friends we can be.</b></p>	<p><b>My Body</b> (Naming the parts of the body we can see.)</p> <p><b>Respecting My Body</b> (Healthy foods.)</p> <p><b>Growing Up</b> (Understanding that we all grow into adults.)</p> <p><b>Fun and Fears</b> (Transition into Year 1.)</p>

# RHE: Years 1 to 6

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p><b>Special and Safe</b> (feeling safe in class).</p> <p><b>My Class</b> (rights and responsibilities of being in a class).</p> <p><b>Rewards and Feeling Proud</b> (achievements).</p> <p>Consequences (understanding how to make the right choices).</p> <p><b>Owning our Learning Charter</b> (understanding rights and responsibilities).</p>	<p><b>Hopes and Fears for the Year.</b></p> <p><b>Rights and Responsibilities</b> (as a member of a class and the school).</p> <p><b>Rewards and Consequences</b> (helping to make the class a fair and safe place).</p> <p><b>Our Learning Charter</b> (understanding how following the charter will help everyone to learn).</p> <p><b>Owning our Learning Charter</b> (understanding choices and consequences).</p>	<p><b>Getting to Know Each Other</b> (recognising self-worth and achievements).</p> <p><b>Our Nightmare School</b> (recognising how it feels to be happy, sad or scared).</p> <p><b>Our Dream School</b> (knowing how to make people feel valued).</p> <p><b>Rewards and Consequences</b> (understanding that actions can affect other people).</p> <p><b>Our Learning Charter</b> (making responsible choices).</p> <p><b>Owning our Learning Charter</b> (seeing things from other people's points of view).</p>	<p><b>Becoming a Class Team</b> (looking at attitudes and actions).</p> <p><b>Being a School Citizen</b> (roles within the school).</p> <p><b>Rights, Responsibilities and Democracy</b> (how democracy works).</p> <p><b>Rewards and Consequences</b> (how actions can affect others).</p> <p><b>Our Learning Charter</b> (how groups come together to make decisions).</p> <p><b>Owning our Learning Charter</b> (understanding people's points of view).</p>	<p><b>My Year Ahead</b> (setting goals).</p> <p><b>Being a Citizen of My Country</b> (understanding rights and responsibilities)</p> <p><b>Year 5 Responsibilities</b> (understanding what it is to be a member of a school).</p> <p><b>Rewards and Consequences.</b></p> <p><b>Our Learning Charter</b></p> <p><b>Owning our Learning Charter</b> (democracy and pupil voice).</p>	<p><b>Being a Global Citizen 1</b> (children's rights).</p> <p><b>Being a Global Citizen 2</b> (how people's actions can affect others locally and globally).</p> <p><b>The Learning Charter</b> (making behaviour choices, understanding rewards and consequences).</p> <p><b>Our Learning Charter</b> (understanding how an individual's behaviour can impact on a group).</p> <p><b>Owning our Learning Charter</b> (democracy and pupil voice).</p>
Celebrating Difference	<p><b>The Same As...</b>(recognising similarities between people in the class)</p> <p><b>Different From...</b> (identifying differences within the class)</p> <p><b>What is Bullying?</b></p> <p><b>What do I do About Bullying?</b></p> <p><b>Making New Friends.</b></p> <p><b>Celebrating Me.</b></p>	<p><b>Boys and Girls/Girls and Boys</b> (starting to understand stereotypes).</p> <p><b>Why does Bullying Happen?</b> (Understanding that it is often about difference)</p> <p><b>Standing up for Myself and Others</b> (knowing what is the right and wrong way to treat others).</p> <p><b>Gender Diversity</b> (understanding that it's okay to be different from other people)</p> <p><b>Celebrating Difference and Still Being Friends</b></p> <p>(understanding that it is important to be friends with people even if they are different from us).</p>	<p><b>Families</b> (understanding that everybody's family is different and important to them).</p> <p><b>Family Conflict</b></p> <p>Witness and feelings and solutions (bullying).</p> <p><b>Words that Harm</b> (recognising that words can hurt people).</p> <p><b>Celebrating Difference: Complements</b> (being kind to others whatever their difference).</p>	<p><b>Judging by Appearances</b> (understanding that we make assumptions based on people's appearances).</p> <p><b>Understanding Influences</b> (what can affect the way we judge people).</p> <p><b>Understanding Bullying</b></p> <p><b>Problem Solving</b> (how to help with bullying).</p> <p><b>Special Me</b> (identifying what makes us unique).</p> <p><b>Celebrating Difference: How We Look</b> (looking at first impressions and how they affect our judgements of people).</p>	<p><b>Different Cultures</b> (understanding that cultural differences can sometimes cause conflict).</p> <p><b>Racism.</b></p> <p><b>Rumours and Name Calling</b></p> <p><b>Types of bullying</b> (understanding the difference between direct and indirect bullying).</p> <p><b>Does Money Matter?</b> (Looking at the developing world).</p> <p><b>Celebrating Difference Across the World</b> (looking at different cultures).</p>	<p><b>Am I Normal?</b> (Looking at different perceptions of normality).</p> <p><b>Understanding Difference</b> (how being different can affect a person's life).</p> <p>Power struggles (looking at ways a person or group can have power over another).</p> <p><b>Why Bully?</b> (Looking at reasons behind bullying).</p> <p><b>Celebrating Difference</b> (looking at disabilities)</p>

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Me	<p><b>Being Healthy</b></p> <p><b>Healthy Choices</b> (lifestyle choices).</p> <p><b>Clean and Healthy.</b></p> <p><b>Medicine Safety</b> (understanding that medicines can help if we are unwell and how to use them safely).</p> <p><b>Road Safety.</b></p> <p><b>Happy, Healthy Me.</b></p>	<p><b>Being Healthy</b> (knowing what is needed to keep the body healthy).</p> <p><b>Being Relaxed</b> (understanding what makes us stressed and what makes us relaxed).</p> <p><b>Medicine Safety.</b></p> <p><b>Healthy Eating.</b></p> <p><b>Happy Healthy Me.</b></p>	<p><b>Being Fit and Healthy</b> (exercise and the importance of a healthy heart and lungs).</p> <p><b>What Do I Know About Drugs?</b> (looking at knowledge and attitude towards drugs).</p> <p><b>Being Safe</b> (looking at things people and places to keep safe from and what to do if we don't feel safe).</p> <p><b>Safe or Unsafe</b> (identifying when something feels safe or unsafe).</p> <p><b>My Amazing Body</b> (understanding how to take care of our body).</p>	<p><b>My Friends and Me</b> (recognising how friendship groups are formed).</p> <p><b>Group Dynamics</b> (different roles within a friendship group).</p> <p><b>Smoking</b> (the facts and the effect on health, also why some people start to smoke).</p> <p><b>Alcohol</b> (the effects on health and reasons why people drink).</p> <p><b>Healthy Friendships</b> (recognising when people are putting us under pressure and how to resist this).</p> <p><b>Celebrating My Inner Strength and Assertiveness</b> (looking at what is right and wrong).</p>	<p><b>Smoking</b> (the health risks on the lungs, liver and heart).</p> <p><b>Alcohol</b> (the risks of misuse).</p> <p><b>Emergency Aid</b> (basic first aid).</p> <p><b>Body Image</b> (understanding how the media and social media can promote certain body types).</p> <p><b>My Relationship with Food</b> (looking at eating disorders relating to body image).</p> <p><b>Healthy Me</b> (making healthy lifestyle choices).</p>	<p><b>Taking responsibility for my health and well-being.</b></p> <p><b>Drugs</b> (the dangers of drugs and their effects on the liver and heart).</p> <p><b>Exploitation</b> (looking at how people can be exploited and made to do illegal things).</p> <p><b>Gangs</b> (why people join them and the risks attached to them).</p> <p><b>Emotional and Mental Health</b> (exploring attitudes to mental health).</p> <p>Managing Stress and Pressure (looking at triggers, understanding how stress can cause drug and alcohol misuse).</p>
Relationships	<p><b>Families</b> (understanding that there are different types of families).</p> <p><b>Making Friends.</b></p> <p><b>Greetings</b> (knowing appropriate ways of physical contact).</p> <p><b>People who Help us in School.</b></p> <p><b>Being My Own Best Friend</b> (recognising my special qualities)</p> <p><b>Celebrating my Special Relationships.</b></p>	<p><b>Families</b> (understanding the different members and roles of my family)</p> <p><b>Keeping Safe</b> (understanding acceptable and unacceptable forms of physical contact within a family).</p> <p><b>Friends and Conflict.</b></p> <p><b>Secrets</b> (understanding that not all secrets are good to keep).</p> <p><b>Celebrating my Special Relationships</b> (giving and accepting appreciation).</p>	<p><b>Family Roles and Responsibilities</b> (challenging stereotypes).</p> <p><b>Friendships</b> (how to be a good friend).</p> <p><b>Keeping Safe Online</b> (learning strategies for keeping safe).</p> <p><b>Celebrating my web of Relationships</b> (showing appreciation).</p>	<p><b>Jealousy</b> (situations that can cause this in relationships).</p> <p><b>Love and Loss</b> (talking about people we no longer see).</p> <p><b>Getting On and Falling Out</b> (how to manage arguments and making new friends).</p> <p><b>Girlfriends and Boyfriends</b> (understanding that these are special relationships which they may have in the future).</p> <p><b>How to respect personal space and understand the sensitivities and boundaries of 'friendships'</b></p> <p><b>Celebrating my relationships</b> (showing appreciation).</p>	<p><b>Recognising Me</b> (having an accurate self-image)</p> <p><b>Safety with Online Communities</b> (positive and negative consequences)</p> <p><b>Being in an Online Community.</b></p> <p><b>Online gaming</b> (rights and responsibilities when playing online).</p> <p><b>My Relationship With Technology</b> (screen time)</p> <p><b>Relationship and technology</b> (how to stay safe online).</p>	<p><b>What is Mental Health?</b></p> <p><b>My Mental Health</b> (how to take care of it).</p> <p><b>Love and Loss</b> (the different stages of grief and different types of loss).</p> <p><b>Power and Control</b> (recognising when others are trying to gain power or control).</p> <p><b>Being Safe Online – Real or Fake</b></p> <p><b>Safe or Unsafe?</b> (how to judge when something is safe and helpful online).</p> <p><b>Using Technology Responsibly</b> (how to communicate safely with friends and family).</p>
Changing Me	<p><b>Life Cycles</b> (of animals and humans)</p> <p><b>Changing me</b> (things that have changed and things that have stayed the same).</p> <p><b>Boy's and Girl's bodies</b> (correct names for body parts and knowing that these parts are private).</p> <p><b>Learning and Growing</b></p>	<p><b>The Changing Me</b> (how my body has changed since I was a baby).</p> <p><b>Boys and Girl's Bodies</b> (correct names for body parts and knowing that these parts are private).</p> <p><b>Assertiveness</b> (different types of touch).</p> <p><b>Looking ahead</b> (transition to new</p>	<p><b>How Babies Grow</b> (that the baby grows in the mother's uterus and what it needs to grow)</p> <p><b>Outside Body</b> (consolidation of the correct names for body parts and knowing that these parts are private).</p> <p><b>Changes</b> (that they need to change so that when they grow up their bodies can</p>	<p><b>Unique Me</b> (that I have characteristics from both parents because I am made from the joining of their egg and sperm).</p> <p><b>Girls and Puberty</b> (understanding periods).</p> <p><b>Circles of change.</b></p> <p><b>Accepting Change</b> (accepting changes outside my control)</p>	<p><b>Self and Body Image.</b></p> <p><b>Puberty for Girls and Boys</b> (how the body changes eg girls' periods, and the importance of looking after ourselves during this time)</p> <p><b>Looking Ahead</b> (becoming a teenager).</p>	<p><b>My Self-Image</b> (how body fits into this).</p> <p><b>Puberty</b> (how bodies change and how to look after ourselves).</p> <p><b>Boyfriends and Girlfriends</b> (how I may feel physically attracted to someone, but knowing how to say no if I don't like or want something from them).</p> <p>Boyfriends and</p>

	<p>(understanding how we change as we learn).</p> <p><b>Coping with changes</b> (talking about changes that have happened in their life).</p>	<p>school year).</p>	<p>make babies)</p> <p><b>Inside Body Changes</b> (understanding that our bodies change on the inside so that babies can be made when we grow up).</p> <p><b>Family Stereotypes</b> (challenging stereotypes of family roles)</p>			<p>Girlfriends</p> <p>How to treat each other with respect and understand the <b>idea of 'consent'</b></p> <p><b>Real self and ideal self</b> (positive self-esteem)</p> <p><b>Secondary school</b> (transition work).</p>
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