

St Joseph's Catholic Primary School

Human Relationships and Sex Education Policy



1. Vision and Mission.

This policy stems from our **Mission Statement** '*You are precious in My eyes*'. We support members of St Joseph's Catholic Primary school's family, to become the best each one of us can be.

We want to share our gifts, celebrate each others differences and respect the diversity, customs and beliefs of our family so that we can all have life and have it to the full, according to the Gospel of Jesus Christ.

Vision for Human Relationships and Sex Education

At St Joseph's Catholic Primary school we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. Jesus is invited into our hearts. In the Beatitudes, Jesus invites us to lead a full life with him by explaining what makes people blessed or happy. This is about understanding how loving our neighbour enables us to be happy too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and beautiful part of God's creation. We are all children of God, called to grow in love for him through the person of Jesus Christ and to spread the Good News through the action of the Holy Spirit.

2. Procedures

The following groups have been consulted as part of producing this policy.

- Staff
- Governing body
- Diocesan Education Service

In consultation with the Governing Body, the policy will be implemented in 2024, reviewed every two years, by the Head teacher, HRSE Co-ordinator, the Governing Body and school Staff.

The policy will be circulated to all members of the Governing Body and all members of staff. The school website contains a statement about HRSE teaching and details of where to obtain a full copy of the policy upon request. The Education Service will be sent a copy of the school's HRSE policy and it is the duty of the Governing Body to ensure that this is up to date.

3. Rationale

As a primary school in the Diocese of Lancaster Education Service, we use the term Human Relationships and Sex Education (HRSE) as it believes that relationships education is about all aspects of growing a fulfilled and happy life, sexual education is a dimension of this greater whole.

The defining belief of Christianity is that God took on human form. This endows the human form with an extraordinary dignity that goes beyond that of all other forms of life and shows that humanity alone can embrace this relationship with God. Therefore, our relationship with our own bodies is not casual but infused with the Holy Spirit. Any teaching about love and sexual relationships in school must be rooted in this belief which is expressed in the

Church's teaching about relationships, marriage, sex and family life. The Church offers education to young people as it is part of complete human formation. Education about human love is no less a part of a Catholic schools responsibility than teaching about mathematics or English. At St Joseph's Catholic Primary school we teach young people about how to form relationships, including understanding loving relationships and acknowledging that children's first experience of love is in the home. We encourage children from the earliest age to recognise that they are all children of God and that each person shares a God given dignity. As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to "Love your neighbour as yourself" (Mark 12:31). This is the basis for all relationships in our school.

Teaching about relationships in our schools is supported by Christian virtue teaching as outlined in the Catechism of the Catholic Church and in line with 'Fit for Mission? Schools'.

The Department for Education in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states that

"to embrace the challenges of creating a happy and successful adults life, pupils needs knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support" p.8

The Diocese recognises the value of these curriculum aims. However, Catholic schools also have regard for the spiritual welfare of the students and recognise that to know and love God brings lasting happiness.

4. Statutory framework.

The statutory framework replaces Statutory Guidance: 'Sex and Relationships Education Guidance' (2000). The DfE states that it intends to update the guidance every three years. The statutory guidance is available from the DfE (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). It should be read in conjunction with this Diocesan guidance and the following documents.

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Purpose of the Statutory Guidance

The guidance intends to help children and young people develop. The knowledge and attributes they gain will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society. The Diocese of Lancaster agrees with these aims and seeks to support them through the appropriate development of the HRSE provision. The table summarises statutory obligations.

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (see Summary section of statutory guidance).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

4b. Requirements of the Diocese of Lancaster

The Bishop of Lancaster requires that all schools within the Diocese have a policy in line with Section 48 inspection requirements. (The term sex and relationships should be replaced in policies with human relationships and sex education.)

The key points within this guidance are as follows:

1. All schools must have an up-to-date HRSE policy that may incorporate Relationships Education, Relationships and Sex Education (RSE) and Health Education policy drawn up by the governing body, and available to parents and for inspection.
2. This should be developed in consultation with parents and the wider community.
3. Primary schools should have clear parameters on what children will be taught in the transition year before moving to secondary school, and that parents be consulted.
4. All schools' policies must include how they will teach Relationships Education, Relationships and Sex Education (RSE) and Health Education.
5. At St Joseph's we teach the following units. (See appendix A and B for more details)

Year 3	My Body, Your Body - SCARF
Year 4	Puberty- Growing up- Life to the full
Year 5	Changing bodies and feelings/Menstruation -SCARF
Year 6	Making babies-SCIENTIFIC

At St Joseph's we believe that RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life. The RSE lessons are all age appropriate for their content and level of child understanding. In addition they strongly link to the Catholic church teachings. The lessons will:-

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

5. Virtues and Values

Gospel virtues and values underpin the HRSE curriculum. The Christian tradition describes behaviours or habits that lead to happiness, human flourishing and a closer relationship with God as virtues. These virtues are described in the Catechism of the Catholic Church and fall into two groups. The theological virtues of faith, hope and charity (sometimes love is used instead) are about developing the habits of being open to the work of the Holy Spirit and developing a deeper relationship with God through living a balanced and happy, good life. The cardinal virtues of practical wisdom (prudence), justice, fortitude and temperance help

people develop habits of reason, fairness, emotional resilience and self-mastery. They are human virtues and, as such, are part of the development of people of all faiths or non

as they learn how to flourish, thrive and to have a life supported by strong and caring relationships. The cardinal virtues are drawn from the teachings of Plato and Aristotle and are held in common with people of many faiths and secular beliefs. St. Thomas Aquinas attributes the theological virtues as having their foundation in God, they complete the cardinal virtues and are the way people can reach “the abundant life” (John 10:10).

At St Joseph’s Catholic Primary School we live out the Gospel values shared in the Beatitudes, throughout the life of school for example:

- A daily act of worship/prayer and liturgy in which every pupil can participate.
- An act of worship commences with the Sign of the Cross to gather the community together, a time for reflection and concludes with a sense of renewed and deepened relationship with God. It includes some scripture from the Bible this may be a quote or a longer reading.
- Our acts of worship follow the traditions of the Catholic Church.
- Sharing worship with children is an opportunity to help the child to understand and take part in the adult worship of the Parish, but at their own level.
- The celebration can address the emotions and feelings of the child’s experience, reflect thanksgivings, special days or feast days. It gives the opportunity to reflect silently on the word of God.
- Worship in school creates a real sense of belonging for all involved.
- During assemblies, worship and throughout the school day children are encouraged to say thank you to God.
- The Behaviour Policy promotes positive attitudes and respect for each other and the school. (see behaviour policy)
- Children are encouraged to evaluate their behaviour and give reasons for the choices they have made.
- As pupils progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God.

In addition to the points made above, pupils are given opportunities to learn how prayer enables them to make space for God in their lives and offers opportunities for reflection and growth.

By the end of Year 6, children should be able to explain some behaviour choices by reference to their beliefs and values, for example, by referring to Jesus teaching about forgiveness.

6. The Aim and Objectives of HRSE.

The aim of HRSE is part of our aim to educate the complete human person. This is expressed in 'Fit for mission? Schools' (2009).

The fundamental needs of the human person are the focus of Catholic education – intellectual, physical, emotional, social, and spiritual, and eschatological (Our eternal destiny). These fundamental needs can only be truly fulfilled through a rich and living encounter with the deepest truths about God and the human person.

This is why Christ and His Gospel must be the foundation of the educational project of each school and college, because He is 'the perfect Man in whom all human values find their fullest perfection' (Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School). Therefore, the Catholic school or college is called to keep the Gospel whole and alive amongst pupils, families, and staff.

- HRSE should deepen the following areas of understanding.
- To develop self respect and love of self.
- To invite young people to develop and deepen a loving relationship with God.
- To invite young people to understand that their life has a purpose.
- To invite young people to develop and deepen relationships with each other based on mutual respect and care and to understand this can be an expression of God's love.
- To foster an understanding of the teachings of the Catholic Church about how to live a full life, a life of virtue, and the place of human sexuality in living a full life, marriage and parenthood.
- A strong awareness of their own safety and the nature of consent.
- To have an understanding of the law in England about Equality and Marriage, appropriate to age and maturity.

At St Joseph's Catholic Primary School:

- We will seek to develop attitudes of awe and wonder for the gift and beauty of self, respect for each other as children of God and rejoice in the goodness of God's creation.
- We will seek to develop attitudes of responsibility towards ourselves and others, recognising the dignity in all.
- We will seek to enable children to understand the choices they make and how they can help or harm themselves and others.
- We will encourage children to learn about expressing their own emotions and being respectful of the emotions and behaviours of others.
- We will encourage the whole school to be like a loving family recognising God as a merciful and generous Father as Jesus taught in the Lord's prayer.
- We will encourage everyone in the school to recognise their part in the school family and work together for reconciliation when relationships in the school falter.
- We will encourage everyone in the school to value humility, mercy and compassion and to respond with empathy to the problems of others.
- We will develop children's knowledge of when to say 'no' to behaviours or attitudes that harm their dignity or the dignity of others and to be responsible for their own safety.

- We will develop children's experience of what it is to be happy so that they begin to understand the difference between happiness and gratification and value patience.
- We will teach children about the media and their choices, about what to watch, what games to play, what rules apply and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- We will support children when relationships in their lives are challenging and teach them that there are people in school who will listen if they are experiencing changes that make them frightened or uncomfortable.
- We will foster an atmosphere in school which celebrates the work of the Trinity through the life of the school and its relationship with the Church.
- We will teach children about the beauty of the Church's teaching about love and God's love for them which is shared in the Sacraments.
- We will sensitively share the Church's teaching about the importance of marriage and family life as a way to live in loving relationships with others and with God.

7. Inclusion

At St Joseph's Catholic Primary School we identify that young people mature in different ways. Our teaching about relationships and sexuality is respectful of each child's starting point, their faith, culture and sexual orientation. Lessons are framed by this understanding and young people encouraged to respect difference and develop an approach of dialogue.

8. Equality

The governing body has wide obligations under the Equalities Act 2010 and will work to ensure that St Joseph's Catholic Primary school endeavours to do its best for all of the pupils, irrespective of ability (physical and mental), race, ethnicity, nationality, sex, gender identity or orientation (see Single Equalities Policy).

Teaching reflects the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the broader legal implications of decisions they may make.

The 2010 Act identifies the following protected characteristics applicable to pupils, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Age is also a protected characteristic. It does not apply to students, but governors should be aware of this aspect as employers.

Catholic schools should be mindful that our primary mission is to the poor and seek to alleviate any disadvantage. Attention should also focus on the SEND Code of Practice when planning for these subjects to ensure the inclusion of all students in a way that is appropriate for them. Relationships

Education, RSE and Health Education, must be accessible for all pupils and must be borne in mind when planning for pupils with special educational needs and disabilities who represent a significant minority of pupils.

Governors ensure teaching that is differentiated, personalised and accessible through discourse with staff, children and through the termly HT report to Governors as well as meetings with the HRSE Lead which includes the monitoring of SEND, how education in this area prepares students for adulthood, how pupils with SEND are supported to deal with aggressive behaviour, exploitation and bullying, how students experiencing acute moments

of vulnerability due to family circumstances, such as bereavement, social anxieties, perhaps following relocation or specific physical or mental health problems received support in school or through links with outside agencies. In some cases, students may require a personal plan for their education in this area to match their needs and stage of development, reflecting statutory requirements and governors also monitor this through the above methods of liaison.

Governors considers that the Equality Act provides for school, they take proportionate action, to deal with particular disadvantages affecting one group because of a protected characteristic. Through incidents of bullying based on the protected characteristics of the Equalities Act in the Headteacher's report, monitoring students' academic outcomes with an active awareness of differences based on sex, ethnic or cultural grouping, financial challenges (for example pupil premium) and the progress made by SEND students, Governors monitor these students. Additionally, school takes decisive action to support different religious groups if evidence shows us that they are subject to harassment or if evidence suggested a racial minority was experiencing abusive behaviour in some way through use of whole school strategies, such as assemblies to challenge stereotypes.

All teaching in HRSE, including that which covers areas around the protected characteristics, must be sensitive to the age, cultural background and family experiences of students. The Catholic view of human dignity should challenge the cultural assumptions that can underpin prejudices, such as racism, sexism and religious discrimination. Catholic schools should robustly challenge homophobia or any inequitable behaviours based on a person's sexual orientation or gender as an infringement of human dignity.

Though schools will teach the Church's view on what it means to be human, and the challenges this offers to a wide range of lifestyles, the needs of the individual students will remain paramount. In a Catholic school, we aim to see the child, a Child of God, as a person in need of love and care. The dignity of each child is central to our care and we support any child questioning their identity and their families through a culture of listening and seeing them as a person. We do not rush to label but offer children and their families time to discuss and explore what is best for them as individuals within our school community.

At St Joseph's we cover these issues through the area of learning in the SCARF scheme units 'Valuing Differences' and 'Growing and Changing' .

9. Programme of study

The Diocese of Lancaster has a programme of study for its family of schools. The programme ranges from ages 2-19 years and provides suggested areas of study and outcomes for the young people it serves. It is envisaged that this programme will be taught in discreet lessons, in cross curricular lessons, particularly R.E. and science and fundamentally embedded in the ethos of the school through assemblies, classroom discussions and the centring of all relationships in school on the person of Jesus Christ. The programme of study is based on the teachings of the Church and aims to help young people develop their sense of purpose and character. It should be taught as part of a broad and balanced curriculum and allow children to express alternative beliefs and viewpoints where they hold such views. The programme of study will be supported by published resources, recommended by the Diocese, as well as those created by the school. A list of recommended resources is available on the Education Service website.

At St Joseph's Catholic Primary School the programme of study will be taught predominately through timetabled RE, PSHE and Science lessons. Where appropriate other agencies will be used to support, the teaching of HRSE eg school nurse, SCARF team; however these adults delivering the programme will be briefed on expectation by the headteacher in terms of content and responding to questioning. All materials will be reviewed by the headteacher prior to delivery to check content and age appropriateness and to ensure it is in union with the teachings of the Catholic Church.

In the Foundation Stage the early learning goals in Personal, social and emotional development cover the teaching about developing character and recognising how to behave towards themselves and other people.

Children will be taught about First Aid (In year 5), Health Education and Online Safety. (see appendix A and B regarding curriculum content of PSHE)

A wide range of teaching strategies will be used for example, discussion, questioning, listening, art, music and drama. When teaching HRSE staff will set clear ground rules for behaviour and discussion. Parents will be informed about specific lessons related to human reproduction and may be informed of other areas for example bereavement. Lessons will always take account of the safeguarding policy and will be sensitive in nature.

Supporting resources used by St Joseph's Catholic Primary School may include:

- This is my Body
- Mission Together
- CAFOD
- Caritas in Action

Progress in understanding will be monitored through informal assessments which will be used to inform future learning. More formal assessments will take place in line with RE teaching and Science teaching (see RE/Science policies)

10. Parents

The Church recognises parents as the first educators of their children. The school should support parents in this task. The role of the school should be that of assisting and completing the work of parents, furnishing children and adolescents with an evaluation of *"sexuality as value and task of the whole person, created male and female in the image of God"*. (Educational Guidance in Human Love (1983) Sacred Congregation for Catholic Education n69) Children's first experience of relationships and love are in the home. At our schools we seek to work with parents and support them as their children grow and begin to develop their own character as well as experiencing changes in their physical appearance.

Right to be excused from Sex Education

Parents are informed of their right to withdraw their children from HRSE lessons; however, they are not able to withdraw their children from statutory science lessons. Parents are informed of this right by letter. For example, should parents wish to withdraw their child/children they must contact the headteacher no later than the start of the school day when the lesson will take place.

The school will involve and support parents in learning about HRSE by sharing the programme of study/published resources to be used, letters when visitors are coming to school, letters when a sensitive subject is to be taught, resources to use at home, information in school prospectus and on School website, listening to questions etc.)

11. Teaching HRSE

The HRSE coordinator will be responsible for leadership, co-ordination and monitoring of the programme. The Chair of Governor's is the governor with responsibility for HRSE.

HRSE will be taught by class teachers, suitably qualified TA's,

Other agencies will be used to support the teaching of HRSE eg school nurse, SCARF staff. At St Joseph's Catholic Primary school we also employ a family support worker.

All members of staff are involved in fostering attitudes, living Gospel virtues and shaping behaviour base on a Christian understanding of how to lead a good life. All Staff are called to be role models of the school's ethos in their relationships with other staff members, their conduct towards parents and their care for the children in the school. Members of Staff who are not Catholic themselves must conduct their behaviour in school in accordance with the vision and mission of the school.

Teaching and learning about human relationships will be part of the life of the school. However, the programme of study will be taught through cross curricular dimensions where appropriate, such as R.E., science and computing. Sometimes, the children's learning will be best supported by using other agencies, such as the school nurse, or other visitors to school.

Dealing with difficult questions

The Governing Body desires that HRSE lessons take place in a positive framework, where students experience a growing appreciation for well-being, and that of others, and a deeper understanding that the Church teaches a path of the wholeness of mind, body and spirit. Part of this is creating an atmosphere where questions can be asked openly, knowing that their questions will be answered and understanding that staff or other students will not judge these questions. It is vital; therefore, that teachers invest time in creating this framework of mutual trust and care while respecting personal information. The HRSE co-ordinator must be given access to train and support to facilitate teachers to enable such discussions by creating carefully negotiated ground rules and distancing strategies. The Department for Education

(2000) offers the following guidelines for dealing with questions.

- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole-class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules should reduce the chances of this happening, but teachers will need support and training so that they prepare for the unexpected. For example:

- If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school counsellor, school nurse, helpline, or an outside agency or service;
- If a teacher doesn't know the answer to a question, it is essential to acknowledge this, and to suggest that the pupil or teacher or both together research the subject later;
- If a problem is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have received respectful treatment, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and

- If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Sensitive subjects in HRSE always need to be framed so that the young people who are participating know that there is pastoral support if any of the issues discussed make them feel the need to talk further or share confidential information. The safeguarding framework of the school should frame this, and it is paramount that all staff teaching HRSE have up to date safeguarding professional development.

Questions asked by students that are a cause for concern for the teacher, for example, because of their explicit or graphic content, should be addressed following the school's safeguarding policy and confidentiality procedures. (CPOMS)

The school will ensure that this policy is available for all staff, governors, parents and students and the confidential nature of how to obtain advice and guidance as a result of any issues or questions that may arise.

Students will be encouraged to talk to their parents or carers about issues and questions that arise as part of the programme. It will be made clear to all that unconditional confidentiality cannot be guaranteed where illegal or abusive concerns are , and these will be dealt with under the terms of the relevant policies. (Safeguarding & Child Protection)

13. Supporting policies

Curriculum RE, and Prayer and Liturgy
 Science
 PSHE
 Behaviour and Anti-bullying
 Equality
 Safeguarding
 ICT

Approved by	Quality of Education Committee
Date	October 2024
Review	October 2026

Reception/KS1 PSHE Overview 2024-2025

Health and Wellbeing

Relationships

Living in the Wider World

Year	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Safe	Spring 2 Rights and Respect	Summer 1 Growing and changing	Summer 2 Being my best
Reception	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Seasons Getting bigger RSE: Life stages - plants, animals, humans	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep
Year 1	Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Same or different? Unkind, tease or bully? Harold's school rules It's not fair Who are our special people? Our special people balloons	Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid - Bleeding	Healthy Me Then and Now Who can help? (2) Surprises and secrets RSE: Life Stages: Human life stage - who will I be? (Reception SCARF)	I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise!
Year 2	Our ideal classroom (1) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that!	What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special How can we look after our environment?	A helping hand Sam moves away Haven't you grown RSE: Looking after a baby (SCARF) & Pantosaurus (NSPCC)	You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? Basic first aid – Asthma attack and Broken bone

LKS2 PSHE Overview 2024-2025

Year	Autumn 1 Me and my Relationships	Autumn 1 Being my Best	Spring 1 Keeping Safe	Spring 2 Valuing Difference	Summer 1 Growing and Changing	Summer 2 Rights and Respect
Year 3	As a rule Looking after our special people How can we solve this problem? Friends are special Thunks Dan's dare	Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents	Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts	Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Relationship tree Body space None of your business! Secret or surprise? Basic First Aid – Burns and Choking RSE: My body, your body (Year 2, SCARF)	Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project
Year 4	Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings Under pressure	What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid – Head injury, Unresponsive (breathing and not breathing)	Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label	Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Moving house My feelings are all over the place! Secret or surprise? RSE: Puberty/naming genitalia/periods (Life to the full)	Who helps us stay healthy and safe? * It's your right How do we make a difference? * In the news! * Safety in numbers * Harold's expenses * Why pay taxes? *

UKS2 PSHE Overview 2024-2025

Year 5 Year 5/6 Year 6	Autumn 1 Me and my relationships	Autumn 2 Keeping Safe	Spring 1 Valuing Difference	Spring 2 Being my best	Summer 1 Growing and changing	Summer 2 Rights and Respect
CYCLE B	Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it?	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start, stereotypes	It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Year 5 Basic first aid - outside agency comes into school Year 6 – Recap previous year groups and Sepsis Awareness	How are they feeling? Taking notice of our feelings Dear Ash RSE: Making babies (scientific)	What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils
	Autumn 1 Valuing Difference	Autumn 2 Me and my relationships	Spring 1 Being my best	Spring 2 Rights and Respect	Summer 1 Growing and Changing	Summer 2 Keeping Safe
CYCLE A	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	Working together Solve the friendship problem Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me Acting appropriately	This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid (Same as Cycle B) Five Ways to Wellbeing project	Two sides to every story Fakebook friends What's it worth? Happy shoppers - caring for the environment Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	I look great Media manipulation Pressure online Helpful or unhelpful? Managing change RSE: Puberty Workshop by SCARF (vetted by staff before delivery)	Think before you click! To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal?