Vine Tree Primary School

Relationships, sex and health education (RSHE) policy

Approved by:	[Name]	**Date:** [Date]
Last reviewed on:	[Date]	
Next review due by:	[Date]	

Contents

- Aims
- Statutory Requirements
- Policy development
- Curriculum
- Delivery of RSE
- Use of external organisations and curriculum materials
- Roles and responsibilities
- Parents' right to withdraw
- Training
- Monitoring arrangements

1. Aims

The aims of relationships, sex and health education (RSHE) 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Vine Tree Primary School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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 look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RSHE.

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

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2. We use Kapow to teach PSHE and RSE.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

Curriculum delivery and meeting pupils' needs

RSHE is taught through a planned, progressive programme of learning that is appropriate to pupils' age and stage of development. It is primarily delivered through timetabled PSHE lessons, with relevant learning also reinforced through science, PE, computing, assemblies, class discussion and the wider life of the school.

Teaching is sequenced so that pupils build knowledge and understanding over time. Lessons will cover the statutory content for Relationships Education and Health Education, using resources that are accurate, age-appropriate, inclusive and sensitive to the needs of our school community. Staff will establish clear ground rules so that pupils can participate respectfully, ask questions safely and know where to seek help or advice.

At Vine Tree, we recognise that pupils develop at different rates and may need different levels of support to access the curriculum. RSHE will therefore be adapted, where necessary, to meet individual needs, including those of pupils with special educational needs and/or disabilities (SEND).

Adaptations may include:

- using clear, accessible language and visual resources;
- breaking learning into smaller steps and revisiting key ideas;
- pre-teaching vocabulary and concepts;
- providing additional adult support or small-group teaching where appropriate;
- using practical activities, stories and structured discussion;
- allowing pupils additional time or opportunities to ask questions.

All pupils will have access to an inclusive RSHE curriculum. Staff will take account of pupils' individual needs, including communication needs, developmental stage, cultural background and any safeguarding concerns, while ensuring that statutory content is taught in a way that is meaningful and appropriate for each pupil.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me

- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All RSHE resources and materials will be formally reviewed before they are used with pupils. The RSHE lead, in consultation with the Headteacher where appropriate, will assess resources to ensure that they are accurate, age-appropriate, inclusive, accessible and consistent with statutory guidance, this policy and the ethos of Vine Tree.

When reviewing materials, the school will consider whether they:

- support the planned RSHE curriculum and intended learning outcomes;
- are appropriate for pupils' age, maturity and stage of development;
- use factual, balanced and respectful language;
- reflect diversity and promote equality, inclusion and mutual respect;

- are suitable for pupils with SEND and can be adapted where needed;
- avoid stereotypes, discrimination and bias;
- support safeguarding and enable pupils to know how and where to seek help.

Where external visitors or organisations contribute to RSHE, their materials and planned input will be checked and approved in advance by the RSHE lead or Headteacher. Visitors will work alongside, rather than replace, the class teacher and will be expected to follow the school's safeguarding procedures and RSHE policy.

Resources will be reviewed regularly to ensure they remain current, appropriate and effective.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Assessing pupils' learning

Formal examinations are not required in primary RSHE. However, assessment is used to check pupils' understanding, identify misconceptions and inform future teaching.

Teachers will assess learning through day-to-day classroom practice, including pupil discussion, questions, observations, written or practical activities, and age-appropriate reflection tasks. Assessment will focus on pupils' knowledge and understanding rather than their personal experiences or beliefs.

Teachers will use this information to adapt teaching, revisit key learning where necessary and provide additional support for pupils who need it. Assessment will be carried out sensitively and in a way that respects pupils' privacy, particularly when discussing personal, health or relationship-related topics.

RSHE learning may be recorded in ways appropriate to the lesson, class and age group. Records will support curriculum monitoring and progression but will not include pupils' personal disclosures. Any safeguarding concerns raised during RSHE lessons will be managed in line with the school's safeguarding procedures.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers cannot veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Julie Marsden or Janet Cope

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

PSHE LEAD: Ashley Holt

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE (Year 6, Summer 2)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE 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 or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Ashley Holt through:

- regular review of curriculum plans and coverage;
- lesson observations and learning walks;
- discussions with staff and pupils;
- sampling of pupils' work and learning records;
- review of assessment information, where appropriate;
- evaluation of the suitability and effectiveness of teaching resources; and
- feedback from pupils, staff, parents and carers.

The impact of the RSHE curriculum will be reviewed regularly and used to identify strengths, address areas for development and inform future planning.

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

This policy will be reviewed by the Headteacher (Julie Marsden) every year. At every review, the policy will be approved by the governing board.

NSPCC (https://learning.nspcc.org.uk/research-resources/schools/pants-teaching)

The Metro Charity (https://metrocharity.org.uk/youth/hbt-anti-bullying-programme)

The Alzheimer's Society https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources

Think U Know https://www.thinkuknow.co.uk/professionals/resources/

The Red Cross https://lifeliveit.redcross.org.uk/

Coram Life Education https://www.coramlifeeducation.org.uk/adoptables/

Premier League Primary Stars https://plprimarystars.com/

Worcester University

Betty for schools https://bettyforschools.co.uk/resources

RSPCA https://education.rspca.org.uk/education/teachers/primary/compassionateclass

Giving help to others http://givingtohelpothers.org/

Parentzone https://parentzone.org.uk/legendshome

Rise Above https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

CBBFC https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans

Childnet https://www.childnet.com/resources/trust-me

This list will be reviewed and other age appropriate resources may be used.

Alongside the PSHE Associate programme of study, RSE/ PSHE lessons will include lessons to teach the Equality Act using the 'No Outsiders in Our School' scheme of work published by Andrew Moffatt. This uses a range of children's picture books to teach a range of themes as outlined in Appendix 1.

Appendix 1: Curriculum map (Long term plan)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Non- Statutory unit Sex education: How do people become parents and carers?

Appendix 2: PSHE Educations Relationships and Sex Education Scheme of Work Overview of lessons and intended outcomes

EYFS

Autumn 1	Self-regulation: My feelings 6 lessons Recognising and describing different feelings, and learning strategies to regulate and feel calm.	**Autumn 2**	Building relationships: Special relationships 0 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Spring 1	Managing self: Taking on challenges 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	**Spring 2**	Self-regulation: Listening and following instructions 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Summer 1	Building relationships: My family and friends 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	**Summer 2**	Managing self: My wellbeing 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Year 1

Autumn 1	<u>My healthy self: How can we look after our emotions?</u> 6 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	**Autumn 2**	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> 6 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	<u>The online world: How do we spend time online?</u> 6 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	**Spring 2**	<u>Citizenship: How can I help others and the environment?</u> 6 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.

Summer 1	Health protection: How can I protect myself and others in daily life? 6 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	**Summer 2**	Staying safe: How can I stay safe? 6 lessons Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Year 2

Autumn 1	<u>My healthy self: How can we look after our bodies?</u> 6 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	**Autumn 2**	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> 6 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	<u>The online world: How can we stay safe online?</u> 6 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	**Spring 2**	<u>Citizenship: How do people belong to a community and earn money?</u> 6 lessons Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.

Summer 1	Growing up: How can we look after and respect our bodies as we grow? 6 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	**Summer 2**	Staying safe: How can I make safe choices in different places? 6 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.

Year 3

Autumn 1	<u>My healthy self: How can I take care of my mind and body?</u> 6 lessons Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	**Autumn 2**	<u>Connecting with others: What helps us feel safe and included?</u> 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	<u>The online world: How should we communicate online?</u> 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	**Spring 2**	<u>Citizenship: What rights and responsibilities do we have?</u> 6 lessons Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.

Summer 1	Health protection: How can we prevent illness and injury and respond if they happen? 0 lessons Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999. These lessons will be live from 21st September.	**Summer 2**	Citizenship: What careers do people choose and why? 0 lessons Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities.

Year 4

Autumn 1	My healthy self: How can I make healthy choices? 6 lessons Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.	**Autumn 2**	Connecting with others: How can we respect each other? 6 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	The online world: How can we decide what to trust online? 6 lessons Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	**Spring 2**	Citizenship: How can I spend money responsibly? 6 lessons Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.

Summer 1	Growing up: How will my body and emotions change as I grow up? 6 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	**Summer 2**	Staying safe: What signs help me recognise what is safe or unsafe? 6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Year 5

Autumn 1	My healthy self: How can I support my mind and body as I grow? 6 lessons Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more	**Autumn 2**	Connecting with others: Why are healthy relationships important? 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify

	movement into their routines and practise strategies for managing emotions and seeking support when needed.		where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	The online world: How am I influenced by what I see online? 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	**Spring 2**	Citizenship: How can we make a difference in our communities and beyond? 6 lessons Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up? 6 lessons Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	**Summer 2**	Citizenship: How can we be in control of our money? 0 lessons

Year 6

Autumn 1	My healthy self: How do my choices today shape my future health? 6 lessons Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	**Autumn 2**	Connecting with others: What does it mean to stand up for myself and others? 6 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	The online world: How do I feel about the things I see online? 6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	**Spring 2**	Citizenship: How can we protect everyone's rights? 0 lessons Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	Staying safe: How can I stay safe as I grow up? 6 lessons	**Summer 2**	(Non – Statutory)

	Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.		Sex education: How do people become parents and carers? 6 lessons Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

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

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	