

Relationships, Sex and Health Education Policy

November 2024, Sam O'Regan

Ratified by the Governing Board: 28th January 2025.

Review Date: January 2028

Introduction

Relationships, Sex and Health Education (RSHE) is an important element of the Trust's work in preparing children for adult life. We are committed to helping children understand the importance of loving and caring relationships and how to recognise, avoid and prevent abuse within relationships. The teaching and learning in this area is designed to promote the development of children into self-confident, healthy, and responsible adults.

Our RSHE curriculum is drawn from the 2019 Department of Education document 'Relationships Education, Relationships and Sex Education and Health Education', which became statutory in September 2020, updated September 2021.

Values

The RSHE programme at Educate Together Academy Trust reflects the Academy's ethos and demonstrates the following values:

- **Equity-based:** Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.
- **Aspirational:** All of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.
- **Child-centred:** Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.
- **Collaborative:** Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the schools.

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils, if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Relationships Education

It is compulsory for all maintained primary schools to deliver Relationships Education as set out in the DfE guidance (2021). According to this guidance, Relationships Education teaches "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults". The staff and trustees of Educate Together Academy Trust recognise the vital role played by effective Relationships Education in enabling our pupils to develop strong and positive relationships with others, and to keep themselves and others safe.

The statutory Relationships Education curriculum covers the following topics:

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

Physical Health and Mental Wellbeing Education

It is compulsory for primary schools to deliver a programme of Health Education to teach "the characteristics of good physical health and mental wellbeing". This teaching should not only help pupils to maintain their physical and mental health, both at school and in later life, but also give them the tools to articulate their feelings and use accurate language to talk about their body, health and emotions.

The statutory Health Education curriculum covers the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (including key facts about puberty and the menstrual cycle)

In Educate Together Academies, these Relationships and Health Education topics are taught regularly in every year group to pupils at an age-appropriate level through the Learn Together curriculum and through standalone PSHE lessons, both formally and as topics arise naturally in the course of school life. See appendix A for our programme of study for Relationships Education and Health Education. At Somerdale Educate Together, we use the PSHE Association's recommended materials and progression where objectives are not taught as part of Learn Together or other subjects. Parents and carers cannot withdraw their child from any aspect of Relationships or Health Education. If parents or carers are concerned about any aspect of the Academy's Relationships or Health Education curriculum, we strongly encourage them to discuss their concerns with their child's class teacher in the first instance, and the headteacher if concerns remain, to ensure that they are fully informed and to enable the Trust to receive valuable feedback.

Provision and disposal of sanitary products in school

Since girls can start their period from the age of 8, the Trust recognises that provision must be in place for pupils who need it. As part of lessons on puberty in Years 4, 5 and 6, pupils will be made aware of the procedures in place for accessing and the safe disposal of sanitary products.

From September 2020, teaching both boys and girls about periods and menstrual wellbeing has been compulsory in all state-maintained schools, primary and secondary, as part of health education.

We follow the guidance from the Department for Education 'Period product scheme for schools and colleges, Sept 24'. Pupils in Year 5 and Year 6 are provided with safety information for each product and a copy is kept with the products.

At school, there is stock of different products, however, we do not stock tampons due to the association with Toxic Shock Syndrome.

Products for Year 5 and Year 6 pupils are kept in the middle disabled toilet where pupils can collect the product, and then go to the main pupil toilets, where the end cubicle is equipped with a sanitary bin.

The learning mentor is our designated Period Dignity Contact for children, and children will be aware that the learning mentor will also have products available, should children also like to gain further advice.

Pupils are informed and reminded at the start of Autumn term of where and how to access products, and which products are available. A letter will also be sent to children of Year 5 and Year 6 parents at the beginning of each school year and a poster reminding pupils of how to access products will be in the bottom toilet.

Sex Education

The Department for Education recommends that:

"all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2021, paragraph 67)

The Educate Together Academy Trust believe that a clear, factual and age-appropriate programme of Sex Education is an essential part of our safeguarding provision, as it presents children with facts in an objective and balanced manner, and equips them to cope with the physical and emotional changes they will encounter as they grow up. A fact-based, well-informed approach to Sex Education will also enable children to develop their own considered morals and values as part of the Values and Ethical Perspectives strand of the Learn Together curriculum.

As part of the National Curriculum for Science, pupils will cover the following topics related to reproduction and the human life cycle:

Year 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2:

- notice that animals, including humans, have offspring which grow into adults (pupils should be introduced to the processes of reproduction and growth in animals - the focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

Year 4:

- explore and use classification keys to help group, identify and name a variety of living things (begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds and mammals)

Year 5:

- describe the life process of reproduction in some plants and animals (pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals)
- describe the changes as humans develop to old age (pupils should draw a timeline to indicate stages in the growth and development of humans, and should learn about the changes experienced in puberty)

Year 6:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body)
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In addition to this, we provide education on the following Sex Education topics:

Year 5:

- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb, including IVF

Year 6:

- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life
- Explain that a male and female having sex is the most common way to make a baby, but there are other ways, such as IVF, assisted conception or surrogacy, where medical assistance is used to make a baby.

As part of statutory Health Education teaching, children will learn key facts about puberty and the menstrual cycle. This includes the reasons puberty takes place. Teachers will explain that some people in a safe and loving relationship may choose to have a baby, and during puberty your body become ready for that. The Year 5

science curriculum also covers sexual reproduction, including the interaction between sperm and egg cells from males and females to form an embryo. Any teaching about conception and childbirth beyond this is considered Sex Education content and will be delivered as set out in this policy.

We follow recommendations from the Association for Science Education regarding the teaching of reproduction in Science, as follows:

“Year 5 teachers should cover development to maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life. Teaching about sexual reproduction within the life cycles of different animals should include:

- the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow, (knowledge of cells and genetic material is not required in KS2 science),
- the differences between internal and external fertilisation (although not the mechanics), e.g. in terms of the larger number of eggs and sperm produced in external fertilisation and the greater risks from predators than internally fertilized young.
- viviparous and oviparous species (animals that have live births and those that lay eggs)

Understanding what pregnancy and birth are (in the context of mammals in general) is a key aspect of learning both in terms of classification and for differentiating the life cycles of mammals from egg laying species – part of the progression between Y4 and Y6 classification statements. Knowledge of the process of sexual reproduction, including the passing of inherited characteristics to offspring, will also support pupils in understanding the basics of inheritance and evolution, which is covered in Year 6.

As with all teaching of the Science National Curriculum, correct scientific vocabulary should be taught and its use encouraged. The naming of internal parts and the process of internal fertilisation would be covered in KS3 science, but the correct naming of external parts should be included at KS1 and KS2.”

The Association for Science Education and PSHE Association (March 2016) Joint Policy Statement: Human Development and Reproduction in the Primary Curriculum

Teaching of RSHE

RSHE lessons are delivered by class teachers through a variety of lessons. Aspects are covered through our Learn Together curriculum, computing, science and history. Lessons are taught through circle time sessions, assemblies and more extended lessons. Most lessons will be delivered to the whole class, with the exception of one Health Education lesson in Year 6 which will be taught in single gender groups to encourage children to talk more openly about their thoughts and concerns related to puberty. Some topics, for instance water safety and internet safety, will also be taught through whole school initiatives and assemblies at various points throughout the year.

Our school ethos means that many topics in the RSHE curriculum will be discussed in a range of subjects, including through core texts in literacy. RSHE learning will be supported and reinforced through wider curriculum teaching, including: sharing and responding to relevant texts; geography and history projects relating to topics such as respect, stereotypes and lifestyles of people in other cultures; and expressing emotions through art.

Involving parents and carers

The Trust is committed to working with parents and carers and they will be invited into school to view the resources that will be used to deliver RSHE for their child’s year group and discuss the content. Parents’ views are taken into account and adjustments may be made.

As with all curriculum subjects, parents and carers are also able to discuss the RSHE curriculum at any point in the year with their child’s class teacher, particularly during Parents’ Evening appointments.

This policy has been developed in consultation with parents and carers, and the Trust would seek to undertake similar consultations when the policy is reviewed.

Right to be excused

Under the 2019 statutory guidance on Sex Education, pupils at primary school have the right to be excused from Sex Education lessons at the request of their parents. Parents wishing to exercise this right are invited to discuss this with the class teacher and/or Headteacher who will explore the concerns of the parents and discuss any impact that withdrawal may have on the child. As part of our democratically run value, Educate Together Academies are keen to work collaboratively with parents, including to develop a programme of Sex Education that all children can access. Once a child has been withdrawn they cannot take part in specific sex education lessons until the request for withdrawal has been removed.

Parents and carers cannot withdraw their child from any lessons about reproduction or the human life cycle covered by the statutory Science National Curriculum. They are also unable to withdraw their child from any aspect of Relationships or Health Education, including teaching about puberty and menstruation.

These lessons help children to develop essential skills and knowledge to be successful, happy and safe in later life, and make mature and well-informed decisions.

Equal Opportunities Statement

The Academy is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of the children's identity, cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions when children with special educational needs and disabilities are given extra support.

The Equality and Justice strand of the Learn Together curriculum places huge importance on equality and respect, and our curriculum complies with the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. Throughout the Equality and Justice strand, pupils discuss concepts such as equality, discrimination and prejudice towards a wide range of people and this is fully integrated into our curriculum throughout the school. In lessons that cover RSE provision, teachers will deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. This content is not delivered as stand-alone lessons, but is discussed at various points in relation to family units, historic discrimination and providing a nurturing environment for children. LGBT+ bullying is taken seriously and dealt with in line with our anti-bullying policy.

Wherever possible, staff use inclusive language when discussing family units and relationships. This includes recognising that nurturing families may take many forms, including adoptive parents, foster parents and carers, and families headed by grandparents, among many others. Careful and sensitive language choices ensure that all children feel supported and that there is no stigmatisation of children based on their home circumstances.

Safeguarding

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, as well as about online and offline safety.

State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38), a responsibility which is met partly through our comprehensive programme of RSHE.

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child is believed to be at risk or in danger or involved in sexual activity then the member of staff involved will report concerns to the Designated Safeguarding Lead (DSL) who should take action in accordance with the Child Protection Policy. All staff are familiar with the policy and know who the DSL is. See the Child Protection Policy for further guidance on specific issues such as FGM or Child Sexual Exploitation.

As part of Relationships Education, pupils will be made aware of how to raise concerns about potentially sensitive issues and how any report will be handled. This includes processes when they have a concern about a friend or peer.

Managing difficult questions

The Trust is aware that views around RSHE-related issues are varied. Personal views are respected in Educate Together schools and we teach all RSHE issues without bias, equipping pupils with factual information so that they are able to form their own informed opinions while respecting that others have the right to a different opinion.

Pupils are likely to ask their teachers or other adults questions about sex or sexuality which goes beyond what is set out in this policy for their age group. We are aware that leaving such questions unanswered may cause pupils to turn to inappropriate sources of information and believe it essential that children do not feel shame for asking such questions. These questions are addressed at an age-appropriate level through our curriculum, so children will usually be told that they will learn about the topic further up the school and encouraged to speak to a trusted adult at home if they have questions now. Class teachers may contact parents or carers to ask if they would prefer the question to be answered individually in school.

We endeavour to provide children with an open and honest environment at all times in school, so want them to feel comfortable to ask questions knowing that they will not be ignored.

During teaching on Sex Education or more sensitive topics such as puberty, teachers will provide a questions box in the classroom before leading a whole class question and answer session. In this way, they can look through questions in advance to determine which are appropriate to answer in a whole class session and which would be better answered individually or at home. If any questions or discussion raise concerns about the safety of a child, the Child Protection Policy will be followed as usual.

Monitoring and evaluation

Delivery of this programme will be monitored by the RSHE/PSHE coordinator as part of the wider Learn Together team. It will be monitored through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

The programme's effectiveness will be evaluated through staff meetings to review and share experiences, pupil voice discussions and monitoring of work produced by pupils. The expectations for the quality of pupils' work and the feedback provided by staff is the same as for other curriculum subjects.

External contributors

When appropriate, schools may invite experts to visit the school and support the delivery of RSHE content, for instance the school nurse, community police or fire officers, or charities such as the NSPCC. Academies will follow the usual safeguarding procedures to check the credentials of any visitor and will discuss the content and structure of assemblies or lessons in advance of the visit. This will ensure that the teaching is age-appropriate and accessible for the pupils, and fits with this policy. Visitors will also be informed of the Academy's policies on confidentiality and safeguarding. Teachers will always be present during these sessions and remain responsible for the delivery of the RSHE curriculum.

Links to other policies and curriculum areas

There are many clear links between RSHE and the following policies:

- PSHE (Learn Together)
- Science
- Teaching and Learning
- Equal Opportunities
- Child Protection
- Online-safety
- Anti-bullying
- Behaviour

Staff are aware of the need to refer to these policies when appropriate

Appendix A:

At Somerdale Educate Together, we use the PSHE Association Programme of Study as a framework for designing a PSHE education that matches our children's needs.

It covers the breadth of PSHE from all statutory RSHE requirements (including Relationships Education, RSE and Health Education) to economic wellbeing and careers, setting out suggested content for each key stage. This is the only national programme of study for PSHE education and is signposted to by the Department for Education.

In the tables below, you can see how the PSHE Association Programme of Study is delivered through different subjects and events.

Key:

Key:	V: Key Stage Values Assemblies
LT: Learn Together	F: Whole-School Focus Events
C: Computing	H: History
Sc: Science	Additional objectives taught discreetly as PSHE using PSHE Association recommended resources.

Programme of Study for PSHE Education; PSHE Association	Where is it covered?	
	Year One	Year Two
Key Stage One PoS		
Health and Wellbeing		
H1. about what keeping healthy means; different ways to keep healthy		Sc: Healthy Animals
H2. about foods that support good health and the risks of eating too much sugar		Sc: Healthy Animals
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday		Sc: Healthy Animals
H4. about why sleep is important and different ways to rest and relax		healthy
H5. simple hygiene routines that can stop germs from spreading		Sc: Healthy Animals
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy		
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health		
H8. how to keep safe in the sun and protect skin from sun damage		
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV		
H10. about the people who help us to stay physically healthy	H: Why do people remember Florence Nightingale, Mary Seacole and Edith Cavell?	
Mental Health		
H11. about different feelings that humans can experience	LT: Feelings	
H12. how to recognise and name different feelings	LT: Feelings	
H13. how feelings can affect people's bodies and how they behave	LT: Feelings	
H14. how to recognise what others might be feeling	LT: Feelings	

Programme of Study for PSHE Education; PSHE Association	Where is it covered?	
Key Stage One PoS	Year One	Year Two
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	LT: Feelings	
H16. about ways of sharing feelings; a range of words to describe feelings	LT: Feelings	
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)		
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good		
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it		
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better		
Ourselves, growing and changing		
H21. to recognise what makes them special		LT: We are all different
H22. to recognise the ways in which we are all unique		LT: We are all different
H23. to identify what they are good at, what they like and dislike		LT: We are all different
H24. how to manage when finding things difficult		
H25. to name the main parts of the body including external genitalia		
H26. about growing and changing from young to old and how people's needs change	Sc: Ourselves	
H27. about preparing to move to a new class/year group	Transition Week (T6)	Transition Week (T6)
Keeping Safe		
H28. about rules and age restrictions that keep us safe		
H29. to recognise risk in simple everyday situations and what action to take to minimise harm		
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)		
H31. that household products (including medicines) can be harmful if not used correctly		
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely		
H33. about the people whose job it is to help keep us safe		
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	Computing: 1.1, 1.4, 1.5	Computing 2.1, 2.2, 2.3, 2.4
H35. about what to do if there is an accident and someone is hurt	First Aid Workshop Whole-School – Summer term	First Aid Workshop Whole-School – Summer term

Programme of Study for PSHE Education; PSHE Association	Where is it covered?	
Key Stage One PoS	Year One	Year Two
H36. how to get help in an emergency (how to dial 999 and what to say)	First Aid Workshop Whole-School – Summer term	First Aid Workshop Whole-School – Summer term
Drugs, alcohol and tobacco		
H37. about things that people can put into their body or on their skin; how these can affect how people feel		
Relationships		
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives		
R2. to identify the people who love and care for them and what they do to help them feel cared for	LT: Family LT: Love	
R3. about different types of families including those that may be different to their own	LT: Family	
R4. to identify common features of family life	LT: Family	
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried		
Friendships		
R6. about how people make friends and what makes a good friendship	November: Friendship Value	November: Friendship Value
R7. about how to recognise when they or someone else feels lonely and what to do	November: Friendship Value	November: Friendship Value
R8. simple strategies to resolve arguments between friends positively		LT: Communication and the Democratic Process
R9. how to ask for help if a friendship is making them feel unhappy	November: Friendship Value	November: Friendship Value
Managing hurtful behaviour and bullying		
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	November: Anti-bullying Week	November: Anti- bullying Week
R11. about how people may feel if they experience hurtful behaviour or bullying	November: Anti-bullying Week	November: Anti- bullying Week
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	November: Anti-bullying Week	November: Anti- bullying Week
Safe Relationships		
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private		
R14. that sometimes people may behave differently online, including by pretending to be someone they are not		
R15. how to respond safely to adults they don't know		
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe		

Programme of Study for PSHE Education; PSHE Association	Where is it covered?	
Key Stage One PoS	Year One	Year Two
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought		
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)		
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe		
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard		
Respecting self and others		
R21. about what is kind and unkind behaviour, and how this can affect others		LT: Communication and the Democratic Process
R22. about how to treat themselves and others with respect; how to be polite and courteous		LT: We are all different
R23. to recognise the ways in which they are the same and different to others		LT: We are all different
R24. how to listen to other people and play and work cooperatively	LT: Introducing Democracy and Democratic Practices	LT: Philosophy for Children LT: Communication and the Democratic Process
R25. how to talk about and share their opinions on things that matter to them	LT: Introducing Democracy and Democratic Practices	
Shared responsibilities		
L1. about what rules are, why they are needed, and why different rules are needed for different situations	September: Responsibility Value	September: Responsibility Value
L2. how people and other living things have different needs; about the responsibilities of caring for them		LT: Exploring the natural world
L3. about things they can do to help look after their environment	LT: Our Environment	
Communities		
L4. about the different groups they belong to		LT: We are all different
L5. about the different roles and responsibilities people have in their community		
L6. to recognise the ways they are the same as, and different to, other people		LT: We are all different
Media literacy & digital resilience		
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	Co: 1.1, 1.4, 1.5	Co: 2.1, 2.2, 2.3, 2.4
L8. about the role of the internet in everyday life	Co: 1.1	Co: 2.1, 2.2

Programme of Study for PSHE Education; PSHE Association	Where is it covered?	
Key Stage One PoS	Year One	Year Two
L9. that not all information seen online is true	Co: 1.1, 1.4, 1.5	Co: 2.1, 2.2, 2.3, 2.4
Economic wellbeing: money		
L10. what money is; forms that money comes in; that money comes from different sources		
L11. that people make different choices about how to save and spend money		
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want		
L13. that money needs to be looked after; different ways of doing this		
Economic wellbeing: Aspirations, work and career		
L14. that everyone has different strengths	January: Perseverance Value	January: Perseverance Value
L15. that jobs help people to earn money to pay for things		
L16. different jobs that people they know or people who work in the community do		
L17. about some of the strengths and interests someone might need to do different jobs		

Programme of Study for PSHE Education; PSHE Association	Where is it covered?			
Key Stage Two PoS	Year Three	Year Four	Year Five	Year Six
Health and Wellbeing				
H1. how to make informed decisions about health				
H2. about the elements of a balanced, healthy lifestyle	Sc: Keep Healthy			Lifeskills
H3. about choices that support a healthy lifestyle, and recognise what might influence these				Lifeskills
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle				
H5. about what good physical health means; how to recognise early signs of physical illness				
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	LT: Food			Sc: Art of being human
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle				
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn				
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it				
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed				
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact		Sc: Are these your teeth?		

Programme of Study for PSHE Education; PSHE Association	Where is it covered?			
Key Stage Two PoS	Year Three	Year Four	Year Five	Year Six
of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)				
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer				
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online				
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health				
Mental Health				
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week
H17. to recognise that feelings can change over time and range in intensity	LT: Feelings			
H18. about everyday things that affect feelings and the importance of expressing feelings	LT: Feelings			
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;	LT: Feelings			
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	LT: Feelings			
H21. to recognise warning signs about mental health and wellbeing	February: Kindness	February: Kindness	February: Kindness	February: Kindness

Programme of Study for PSHE Education; PSHE Association	Where is it covered?			
Key Stage Two PoS	Year Three	Year Four	Year Five	Year Six
and how to seek support for themselves and others	Children's Mental Health week	Children's Mental Health week	Children's Mental Health week	Children's Mental Health week
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week	February: Kindness Children's Mental Health week
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement				
H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools				
Ourselves, growing and changing				
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)				
H26. that for some people gender identity does not correspond with their biological sex			LT: Equality Issues	
H27. to recognise their individuality and personal qualities				
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth				
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	LT: Feelings LT: Making a difference			
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction				
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)			Sc: Growth & Change (partially covered)	
H32. about how hygiene routines change during the time of puberty,				

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the importance of keeping clean and how to maintain personal hygiene				
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for				
H34. about where to get more information, help and advice about growing and changing, especially about puberty				
H35. about the new opportunities and responsibilities that increasing independence may bring				<i>Lifeskills</i>
H36. strategies to manage transitions between classes and key stages				<i>Lifeskills</i>
Keeping safe				
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming				
H38. how to predict, assess and manage risk in different situations				<i>Lifeskills</i>
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe				<i>Lifeskills</i>
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)				
H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	Rail Safety (Platformrail Educational Visit) Water Safety Week June	Water Safety Week June <i>How can we manage risk in different places? (firework, road)</i>	Water Safety Week June	<i>Lifeskills</i>
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by	C: 3.2, 3.4	C: 4.1, 4.2, 4.5	C: 5.1, 5.2	C: 6.2, 6.3, 6.5

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something seen or read online and how to report concerns, inappropriate content and contact				
H43. about what is meant by first aid; basic techniques for dealing with common injuries	First Aid Workshop Whole-School – Summer term	First Aid Workshop Whole-School – Summer term	First Aid Workshop Whole-School – Summer term	First Aid Workshop Whole-School – Summer term
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	First Aid Workshop Whole-School – Summer term	First Aid Workshop Whole-School – Summer term	First Aid Workshop Whole-School – Summer term	First Aid Workshop Whole-School – Summer term
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk				
Drugs, alcohol and tobacco				
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break				Sc: Art of being human <i>Lifeskills</i>
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others				<i>Lifeskills</i>
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);				<i>Lifeskills</i>
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping				<i>Lifeskills</i>
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns				<i>Lifeskills</i>
Families and close positive relationships				
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)				

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R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different			LT: Equality Issues	
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong				
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others				
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart				
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another				
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability			LT: Equality Issues	
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty				
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice				
Friendships				
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing	November: Friendship Value	November: Friendship Value	November: Friendship Value	November: Friendship Value <i>Y6 Tender Workshop</i>
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty,	November: Friendship Value	November: Friendship Value	November: Friendship Value	November: Friendship Value

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kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships				<i>Y6 Tender Workshop</i>
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face				<i>Y6 Tender Workshop</i>
R13. the importance of seeking support if feeling lonely or excluded				
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	November: Friendship Value	November: Friendship Value	November: Friendship Value	November: Friendship Value
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others				<i>Y6 Tender Workshop</i>
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends	November: Friendship Value	November: Friendship Value	November: Friendship Value	November: Friendship Value
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely		LT: Values & Ethical Perspectives	LT: Values & Ethical Perspectives	LT: Values & Ethical Perspectives
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary				<i>Y6 Tender Workshop</i>
Managing hurtful behaviour and bullying				
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	November: Anti-bullying Week	November: Anti-bullying Week	November: Anti-bullying Week	November: Anti-bullying Week
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	November: Anti-bullying Week	November: Anti-bullying Week	November: Anti-bullying Week	November: Anti-bullying Week
R21. about discrimination: what it means and how to challenge it		LT: Equality Issues	LT: Equality Issues	LT: Equality Issues

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Safe relationships				
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);		LT: Values & Ethical Perspectives: Communication	LT: Values & Ethical Perspectives: Communication	
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns				
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know				
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact				
R26. about seeking and giving permission (consent) in different situations				
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret				
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this				
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)				
Respecting self and others				
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	C: 3.2, 3.4	LT: Values & Ethical Perspectives: Communication C:4.1, 4.2, 4.5	LT: Values & Ethical Perspectives: Communication C: 5.1, 5.2	LT: Values & Ethical Perspectives: Communication C: 6.2, 6.3, 6.5
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including				

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them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships				
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background		LT: Equality Issues	LT: Equality Issues	LT: Equality Issues
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	LT: Belief Systems	LT: Belief Systems	LT: Belief Systems	LT: Belief Systems
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with		LT: Equality Issues	LT: Equality Issues	LT: Equality Issues
Shared responsibilities				
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws				<i>Lifeskills</i>
L2. to recognise there are human rights, that are there to protect everyone	LT: Human Rights			
L3. about the relationship between rights and responsibilities	LT: Human Rights			
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others		LT: An Ethical Approach to the Environment	LT: An Ethical Approach to the Environment	LT: An Ethical Approach to the Environment
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	LT: Our Environment			
Communities				
L6. about the different groups that make up their community; what living in a community means		LT: Belonging		
L7. to value the different contributions that people and groups make to the community	LT: Making a difference			

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L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	LT: Equality & Justice	LT: Equality & Justice	LT: Equality & Justice	LT: Equality & Justice
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes				
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced		LT: Equality and Justice	LT: Equality and Justice	LT: Equality and Justice
Media literacy & digital resilience				
L11. recognise ways in which the internet and social media can be used both positively and negatively				
L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results		C: 4.1		LT: Values & Ethical Perspectives: Communication
L13. about some of the different ways information and data is shared and used online, including for commercial purposes				
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	C: 3.5	C: 4.1, 4.2, 4.5	C: 5.2	C: 6.2
L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images				
L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation		C: 4.5 <i>Partial</i>		LT: Values & Ethical Perspectives: Communication
Economic wellbeing: Money				
L17. about the different ways to pay for things and the choices people have about this				
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'				

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L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)		LT: Environmental Issues	LT: Environmental Issues	LT: Environmental Issues
L20. to recognise that people make spending decisions based on priorities, needs and wants				
L21. different ways to keep track of money				
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe				
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations				
L24. to identify the ways that money can impact on people's feelings and emotions				
Economic wellbeing: Aspirations, work and career				
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes				
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life				
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them		LT: Equality Issues	LT: Equality Issues	LT: Equality Issues
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)				
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may				

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choose to do voluntary work which is unpaid				
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation				
L31. to identify the kind of job that they might like to do when they are older				
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)				