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Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

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1. DfE checklist:

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This includes:

- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education.
- Confirmation of the review date.

Introduction

Ethos Academy Trust considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and is embedded throughout all the curriculum (eg. science, PE, RE). We aim to offer students a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. The policy is informed by [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE,2019\)](#) and is underpinned by the values and principles outlined in the [Kirklees Charter for RSHE \(Appendix 1\)](#).

2. Aims

The aims of relationships, sex and health education (RSHE) within our provision 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 to value themselves and others
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Understand about the range of relationships, including the importance of family for the care and support of children
- Understand the consequences of their actions and behave responsibly within relationships
- Be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- Understand the role the media plays in forming attitudes
- Understand how safe routines can reduce the spread of viruses

Objectives

As part of RSHE, students will be taught about the nature and importance of strong and mutually supportive relationships including marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. Our RSHE curriculum will contribute to promoting the spiritual, moral, social, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life (Section 80A of the Education Act 2002/Academies Act 2010:).

3. Legislation and Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.

This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent.

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

In addition to the above this policy also has due regard to the following legislation and guidance:

- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

4. Definition

RSHE is about the emotional, social, cultural development and physical aspects of growing up, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identify. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education. It also gives pupils and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships, sharing information and exploring issues and values and staying safe both on and offline (21st Century Guidance 2014)

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education.

5. Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE. The views of the whole school community have been considered when developing the policy and content of RSHE and involved the following steps:

1. **Review** – a member of staff reviewed current practice and pulled together all relevant information including national and local guidance
2. **Inform** - DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and trustees).
3. **Staff Consultation** – all school staff were given the opportunity to look at the policy and make recommendations
4. **Parent/Trustee consultation** – parents and any interested parties were invited to contribute to the policy and practice
5. **Pupil consultation** – we investigated what exactly pupils want from their RSHE
6. **Approval** – once amendments were made, the policy was shared with Trustees and approved
7. **Support** – the final policy, curriculum and resources were shared with all stakeholder and added to the school website. This will help parents complement the teaching in school

6. Statement of Intent

Relationships, sex, and health education is important at Ethos Academy Trust because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs, maturity and feelings of pupils.

7. Roles and responsibilities

7.1 The Board of Trustees

The Curriculum and Standards Committee will represent the Board of Trustees in approving the RSHE policy, and hold the CEO and Head Teachers to account for the implementation of this policy.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, that parents and staff are informed about our RSHE policy, that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity, monitor this policy on a regular basis and report to trustees on the effectiveness and for managing requests to withdraw pupils from non-statutory components of RSHE.

7.3 The Lead Teacher for RSHE

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Trustees regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.
- Advise teachers on how best to identify and support pupils' needs.
- Invite visitors from outside the school, such as school nurses, to provide support and training.

7.4 Staff

Staff are trained on the delivery of RSHE as part of continuing professional development and are responsible for:

- Knowing and acting in accordance with the RSHE policy.
- Reflecting the law (including the Equality Act 2010) as it applies to sex and relationships.
- Responding to the needs of individual pupils
- Informing parents/carers about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request.
- Considering how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitoring pupil progress in line with school policy.
- Reporting any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Reporting any safeguarding concerns or pupil disclosures to the DSL
- Responding professionally to any parent who has withdrawn their child from sex education.
- Sharing any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

7.5 Pupils

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

7.6 Parents

The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.

We wish to establish open communication and maintain positive and supportive relationships with all parents/carers through mutual understanding, trust and co-operation.

In promoting this objective we:

- Consult about the content, organisation, and delivery of the sex education programme.
- Give the opportunity to share their views on the lesson(s).
- Inform parents in advance of the content of sex education lessons and be able to view the main resources used.
- Encourage parents to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Inform parents and carers about the Trust's RSHE policy and practice
- Answer any questions that parents may have about the RSHE of their child.
- Share relevant documentation. [DfE Parental engagement](#) / [PSHE Association: Guide to parental engagement](#)
- Take seriously any issue that parents raise with teachers or trustees about this policy or the arrangements for RSHE within the Trust

Parents have the right to request that their child be withdrawn from the non-statutory components of sex education, those not included in the statutory Science curriculum, Relationship Education, Health Education (which includes learning about the changing adolescent body, puberty, and menstruation), up to and until three terms before the child turns 16.

Requests for withdrawal should be put in writing (Appendix 3) and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will invite parents to attend a meeting to 'discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child '. If parents do request their student be removed from these lessons, then students will be provided with alternative work.

8. Delivery of RSHE Curriculum (Appendix 2)

RSHE is not delivered in isolation; it is embedded throughout the Trusts' curriculum, both academic and personal development. The programme of study builds on an individual's knowledge, skills and experiences, demonstrating inclusion throughout, using a blend of active teaching methods, opportunities to practice skills and become familiar with situations. The broader personal, social, health and economic (PSHE) programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World. Aspects of RSHE are also taught within the science curriculum, assemblies, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. RE).

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

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

- Being safe
- Intimate and sexual relationships, including sexual health (KS3/4)

For more information about our RSHE curriculum, see Appendices.

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

Ethos Academy Trust has developed medium terms plans based on the PSHE Association ([PSHE Association: statutory tools](#)). The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.

9. Sex Education

- The DfE *recommends* that 'all primary schools should have a programme of sex education 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 cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle.
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families. All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.
- At Ethos Academy Trust we do not teach sex education beyond what is required.

10. Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

In RSHE lessons:

- ❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.

- ❖ Teachers will agree with pupils the limits of confidentiality.
- ❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
- ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, openly, honestly, and in a manner appropriate to a child's age and context so they are fully informed and don't seek answers online.
- ❖ Consideration should be given to religious or cultural factors and teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.
- ❖ Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date.

11. Faith and Cultural Perspective on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.
- Schools with a religious character will teach according to their distinctive faith perspective (in addition to exploring different faiths) and the relevant laws in relation to relationships and sex.

12. Harassment and Bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Any form of harassment will be dealt with through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

13. Confidentiality

Teachers conduct RSHE lessons in a sensitive manner. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the pupil as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that students' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then students are informed first and then supported by the designated teacher throughout the whole process.

14. Special Needs

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

15. Equal Opportunities

RSHE will be delivered to ensure quality of access for all students, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination with regard to the protected characteristics.

16. Monitoring the Quality of Provision for RSHE

The personal development lead will report to the Headteacher and the RSHE link trustee to discuss the quality of provision and effectiveness of RSHE curriculum. The quality of teaching and learning of RSHE is monitored by Senior Leaders through planning scrutiny, learning walks, pupil discussions and examples of work.

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

This policy and scheme of work will be regularly reviewed bi-annually by the Personal Development lead and SLT across the Trust and any feedback from teachers, parents/carers and pupils will be considered.

17. Policy Review

- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Board of Trustees.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

18. Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the Head Teacher.

Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and Child Protection
- Anti-bullying policy and procedures
- Confidentiality procedures
- Personal Development Policy
- SMSC Policy
- Mental Health and Wellbeing

Appendix 1: Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
7. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).

9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.
12. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
16. RSHE lessons will encourage participation by using a variety of teaching approaches.
17. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
19. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.
20. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.

**Appendix 2: The statutory content: relationships education and health education (DfE)
Relationships education overview (para 62/page 20)**

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
<p>Online relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

TOPIC	PUPILS SHOULD KNOW
<p>Mental Wellbeing</p>	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness. • The scale of emotions that humans experience in response to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. • How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others. • That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • That for most people, the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online. • The risks of excessive time spent on electronic devices. • The impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others. • How to recognise and display respectful behaviour online. • The importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted. • Where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
Physical Health and Fitness	<ul style="list-style-type: none"> • The mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support, including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet, including an understanding of calories and other nutritional content. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.
Drugs alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. • The facts and science relating to immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services, if necessary. • Concepts of basic First Aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing and key facts relating to the menstrual cycle

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

	My Family & I	Respecting Friendships	Physical & Mental wellbeing	The Big Wide World	Keeping safe	Money & Work
Years 1-3	<p>Relationships Recognising things in common and differences (individuality); Our bodies (naming body parts); People who care for us; group we belong to; What makes a family; features of family life, roles of different people; families; feeling cared for playing and working cooperatively; sharing opinions</p>	<p>Relationships Making positive friendships; the importance of respect; courtesy, being polite, identifying personal boundaries Feeling lonely and getting help; How behaviour affects others; the impact of hurtful behaviour dealing with arguments; bullying words and actions. Recognising privacy; manage secrets; staying safe; seeking permission; resisting pressure and knowing when to get help</p>	<p>Health and wellbeing <u>Physical Health:</u> Keeping healthy; eating well, drinking plenty (water), being active; importance of sleep; hygiene routines; dental care, sun safety. People who help us with health choices and habits, doctor, dentist, nurse, chemist <u>Mental Health:</u> Recognising what makes them unique and special; Expressing feelings. What affects feelings (mood, times of change (moving class, school, house), growing up) Managing extreme feelings (loss, bereavement, when things go wrong) and re-framing setbacks including asking for help</p>	<p>Living in the wider world Belonging to a group; roles and responsibilities; caring for others' needs; looking after the environment in the community What rules are? The value of rules and laws; rights, freedoms and responsibilities Media literacy and digital resilience Using the internet and digital devices; communicating Online; The internet in everyday life; online content and information. How the internet is used; assessing information online.</p>	<p>Health and wellbeing Recognition of risks & Hazards Safety in different environments (home (medicines and household products) & school, local environment and unfamiliar places) How rules and age restrictions help us; Role of the Internet & keeping safe online. First aid & Emergencies</p>	<p>Living in the wider world Different jobs and Skills; personal strengths, achievements and interests; job stereotypes; jobs in the community. What money is; looking after money; needs and wants; setting personal goals</p>
Years 4-6	<p>Relationships I am Unique (Identity; personal attributes, individuality, self-esteem: self-worth, self respect, becoming independent, courteous) Who am I (Awareness of own feelings and emotions. Expression of feelings and how they impact behaviours) Developing and managing positive friendships including online, various social settings. Respecting similarities and differences with sensitivity including differing opinions. What are stereotypes? Respond respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p>Relationships Different relationships overtime/Transitions (child to adulthood), Eg school friends, romantic, attraction, social. civil partnership and marriage Managing setbacks; responding to hurtful behaviour; physical contact and feeling safe; recognising risks online, recognising and managing peer pressure; consent in different situations</p>	<p>Health and wellbeing <u>Physical Health:</u> Maintaining a balanced lifestyle; eating well, drinking plenty (water), being active; importance of sleep; reduced screen time, personal hygiene routines; dental care, sun safety. Physical changes in puberty; external genitalia; People who help us with health choices and habits, doctor, dentist, nurse (medicines, vaccinations), chemist. Support with puberty (teachers, parents) Human reproduction and birth; <u>Mental Health:</u> Expressing feelings. What affects feelings (mood, puberty, transitions (moving class.school, house). Managing extreme feelings (loss, bereavement, when things go wrong) and re-framing setbacks, taking care of own mental well being safely but know when to ask for help.</p>	<p>Living in the wider world What makes a community; impact of choices and decision we make. Importance of challenging discrimination and stereotypes. Protecting the environment is a shared responsibility; compassion is key (people and animals) Media Lit & digital resilience; Evaluate different media types/sources; How is data shared and used? Highlight the importance of protecting data and risk of sharing things online. How information online is targeted; Influences and decision making; their role and impact</p>	<p>Health and wellbeing Recognising and managing risks by keeping safe in different situations eg., out and about, medicines and household product, use of the internet, access to social media (Keeping personal information safe). Substance Misuse: Drugs common to everyday life, regulations and choices; Drug use and the law; Basic First Aid: accidents, Emergency response, allergies</p>	<p>Living in the wider world What does the future hold? Identifying job interests and career aspirations; What influences positive career choices; eg role models (people we know/media); Attitudes to money; making decisions; spending and saving; using and keeping money Safe; financial risks.</p>

MEDIUM-TERM OVERVIEW			
Half term	Topic	In this unit of work, pupils learn...	Lesson overviews: Teacher notes / resources
Autumn 1 My Family & I	<u>Relationships</u> What is the same & different about us? PoS refs: H21, H22, H23, H25, R13, R23, L5, L6, L14, RSE: 1c, 3b, 3d, 3e HE: 8a	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'
	<u>Relationships</u> Who is special to us? PoS refs: L4, R1, R2, R3, R4, R5, RSE: 1a – 1f (1f/d)	<ul style="list-style-type: none"> that family is a group they belong to, as well as, for example, school, friends, club. about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' Metro Charity, KS1, 'Love and respectful relationships'
	<u>Relationships</u> What are families like? PoS refs: R5, R6, R7, R8, R9, RSE: 1f, 1g, 2a-2d, 3b	<ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	Coram Life Education – Adoptables Schools Toolkit
Autumn 2 Friendship	<u>Relationships</u> What makes a good friend? PoS refs: R6, R7, R8, R9, R25, RSE: 2a-2d	<ul style="list-style-type: none"> how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when being friendly & what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy 	<u>Mental Health & Wellbeing PoS</u> Lesson 1: We all have feelings
	<u>Relationships</u> What is bullying?	<ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe 	

	<p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25, RSE: 3f, 3h, 4b HE: 2c</p>	<ul style="list-style-type: none"> • why name-calling, teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	
	<p>Relationships How can we be a good friend? PoS refs: R10, R11, R13, R14, R17, R18, RSE: 5a-c, HE: 1g, 2c</p>	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship'</p>
<p>Spring 1</p>	<p>Health and wellbeing What helps us stay healthy? PoS refs: H1, H5, H6, H7, H10, H37, HE: 1a, 3d, 5, 6d, 6e, 6f</p>	<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations)can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a dailybasis, • e.g. brushing teeth and hair, hand washing 	<p>Drug and alcohol education programme Lesson 1 Keeping safe: Things that go into and onto bodies Lesson 2 Keeping healthy: medicines</p>
	<p>Health and wellbeing What can help us grow and stay healthy ? PoS refs: H1, H2, H3, H4, H8, H9, HE: 1a, 2b, 3b, 3c, 4a-c, 6b, 6c,</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect theirhealth, including dental health • how to be physically active and how much rest and sleepthey should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	

	<p>Health and wellbeing</p> <p>Why should we eat well and look after our teeth?</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H11, H14, HE: 1a, 1b, 3b, 3c, 4 a-c</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when & where to ask for advice/help about healthy eating & dental care 	
	<p>Health and wellbeing</p> <p>Why should we keep active and sleep well?</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
	<p>Health and wellbeing</p> <p>How do we recognise our feelings?</p> <p>PoS refs: H12, H15, H16, H17, H18, H19, H20, H26 H24, H27, HE: 1c, 1d, 1e, 1f, 1g, 1i, 1j</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they need help with feelings and how to ask for help 	<p><u>Mental Health & Wellbeing PoS</u></p> <p>Lesson 2: Good and Not so good feelings</p> <p>Lesson 3: Big Feelings</p> <p>Lesson 4: Everyday Feelings</p> <p>Lesson 5: Expressing Feelings</p>
<p>Spring 2</p>	<p><u>Living in the wider world</u></p> <p>How can we look after each other and the World?</p> <p>PoS refs: H26, H27, R21, R22, R24, R25, L1, L2, L3, L4, L5, RSE: 3a, 3c, 3e, 3g,</p>	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local/global environment; how they & others can care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group 	<p>Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'</p> <p>Alzheimer's Society - Creating a dementia-friendly generation (KS1)</p>

	<p><u>Living in the wider world</u> What makes a community? PoS refs: R32, R33, L6, L7, L8</p> <p>What role does the internet play in everyday life? PoS Refs L7, L8, L9, RSE: 3a, 3c, 3g</p>	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values and respects the different contributions that people make 	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 -Y3/4), 'Belonging to a community'</p> <p>Premier League Primary Stars – Diversity</p> <p>Worcester University - Moving and moving home (KS2)</p>
Summer 1	<p><u>Health and wellbeing</u></p> <p>Who helps to keep us safe? PoS refs: H33, H35, H36, R15, R20, L5, RSE: 3h, 4a, 5d-5h, HE: 7a-b</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p>NSPCC – The underwear rule resources (PANTS)</p>
	<p><u>Health and wellbeing</u></p> <p>What helps us to stay safe? PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9, RSE: 1b, 4a, 4e, 5d-5h, HE: 2d, 2e, 2f, 2g</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky & potentially unsafe situations (familiar/unfamiliar env, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	<p>Thinkuknow: Jessie and Friends</p> <p>Red Cross – Life. Live it 'Stay safe'</p> <p>Drug and alcohol education programme</p> <p>Lesson 3 Keeping safe: medicines and household products</p> <p>Lesson 4 Safety rules and risks: medicines and household products</p>

	<p><u>Health and wellbeing</u> What keeps us safe? PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29, HE: 6e, 6f, 7a, 7b, 8a</p>	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	<p>Red Cross – Life. Live it ‘Stay safe’</p>
<p>Summer 2</p>	<p><u>Living in the wider world</u> What jobs do people do? PoS refs: L15, L16, L17, L7, L8, L4, L5</p>	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	
	<p><u>Living in the wider world</u> What can we do with money? PoS refs: L10, L11, L12, L13, RSE: 4d</p>	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	

MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Lesson overviews Teacher notes / resources
Aut 1	<p>Health and wellbeing How can we manage our feelings?</p> <p>PoS refs: H17, H18, H19, H20, H23, HE: 1b, 1c, 1d, 2d, 2e</p>	<ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	<p><u>Mental Health & Wellbeing PoS</u></p> <p>Lesson 1: Everyday Feelings</p> <p>Lesson 2: Expressing Feelings</p> <p>Lesson 3: Managing Feelings</p>
	<p>Health and wellbeing What strengths, skills and interests do we have ?</p> <p>PoS refs: H27, H28, H29, L25</p>	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>Premier League Primary Stars – Self-esteem / Resilience</p>
	<p>Health and wellbeing What makes up a person's identity?</p> <p>PoS refs: H25, H26, H27, R32, L9, RSE: 3a</p>	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some 	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Stereotypes'</p> <p>Premier League Primary Stars – Developing values Metro Charity, KS2, Gender</p>

		<p>people does not correspond with their biological sex)</p> <ul style="list-style-type: none"> • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others 	
<p>Aut 2</p>	<p><u>Relationships</u> What will change as we become more independent?</p> <p>How do friendships change as we grow?</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16, RSE: 1a, 1c, 1d, 1e, 2c, HE: 7b,</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ 	<p>Medway Public Health Directorate - Primary RSE lessons (Y6)</p> <p>Betty – It’s perfectly natural NSPCC – Making sense of relationships (KS2)</p> <p>Rise Above – Transition to secondary school</p>
	<p><u>Relationships</u> How do we treat each other with respect?</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10, RSE: 3d, 3e, 3f, 3g, 3h, 4b, 5a, 5b, 5c, 5d, HE: 2c,</p>	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being 	<p>Premier League Primary Stars – Play the right way / Inclusion</p> <p>Alzheimer’s Society -Creating a dementia-friendly generation (KS2)</p>

		<ul style="list-style-type: none"> upset or hurt)* the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – howto report concerns 	
	<p><u>Relationships</u></p> <p>How can friends communicate safely?</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15, RSE: 1d, 2e</p>	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feelworried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>Thinkuknow – Play, Like, Share</p> <p>Google & Parentzone – Be Internet Legends</p>
Spring 1	<p><u>Health and wellbeing</u></p> <p>How will we grow and change?</p> <p>PoS refs: H31, H32, H34, HE: 8b</p>	<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty – It's perfectly natural</p>
	<p><u>Health and wellbeing</u></p> <p>How can we keep healthy as we grow?</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10, RSE: 2a</p>	<ul style="list-style-type: none"> how mental and physical health are linked how positive friendships and being involved in activities such as clubs and community groups support wellbeing how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> ✓ how to plan a healthy meal 	<p>PSHE Association and - The sleep factor (KS2)</p> <p>Rise Above – Sleep (KS2)</p> <p>Rise Above – Social media (KS2)</p>

	<p>HE: 1a, 1e, 1f, 1i, 1j, 2b, 2c, 3a-d, 4a-c, 6a, 6c, 6e</p>	<ul style="list-style-type: none"> ✓ how to stay physically active ✓ how to maintain good dental health, including oral hygiene, food and drink choices ✓ how to benefit from and stay safe in the sun ✓ how and why to balance time spent online with other activities ✓ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep • how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them <ul style="list-style-type: none"> • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	<p style="text-align: center;">Drug and alcohol education programme</p> <p>Lesson 1 Managing risk: medicines</p> <p style="text-align: center;"><u>Mental Health & Wellbeing PoS</u></p> <p>Lesson 4: Mental Health and Keeping Well</p>
<p>Spring 2</p>	<p><u>Living in the wider world</u></p> <p>How can our choices make a difference to others and the environment?</p> <p>PoS refs: L4, L5, L19, R34, RSE: 3b,</p>	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<p>Premier League Primary Stars / Sky Ocean Rescue</p> <p>– Tackling plastic pollution RSPCA - Compassionate classroom lessons</p> <p>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</p> <p>1decision – Being responsible / The working world £</p>
	<p><u>Living the wider world</u></p> <p>How can the media influence people??</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23, RSE: 3b, 4e, HE: 2a, 2c, 2e, 2f</p>	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images 	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), ‘Extremism’</p> <p>PSHE Association, National Literacy Trust and The Guardian Foundation –</p>

		<ul style="list-style-type: none"> • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	<p>NewsWise, Lessons 3, 5 and 6</p> <p>BBFC – Let's watch a film – making choices about what to watch</p> <p>Childnet – Trust me</p> <p>Rise Above – Social Media</p>
<p>Sum 1</p>	<p><u>Health and wellbeing</u></p> <p>How can we manage risk in different places</p> <p>PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15, RSE: 4a, 4b, 4d, 5e-h, HE: 2d, 2g, 6c</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond to a situation that is anti-social or against the law 	<p>PSHE Association and GambleAware - Exploring risk (KS2)</p> <p>Google & Parentzone – Be Internet Legends</p> <p>NSPCC - Share Aware</p>

	<p><u>Health and wellbeing</u></p> <p>How can we help in an accident or emergency?</p> <p>PoS refs: H43, H44</p>	<ul style="list-style-type: none"> • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help 	<p>Red Cross - Life. Live it Help save lives / Emergency action</p>
	<p><u>Health and wellbeing</u></p> <p>How can drugs common to everyday life affect health?</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50, HE: 5</p>	<ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>Drug and alcohol education programme</p> <p>Lesson 2 Safety rules and risks: alcohol and smoking</p> <p>Lesson 3 Managing risk: legal and illegal Drugs</p> <p>Lesson 4 Managing risk: influences and pressure</p>
<p>Sum 2</p>	<p><u>Living in the wider world</u></p> <p>What jobs would we like?</p> <p>PoS refs: L26, L27, L28, L29, L30, L31, L32</p>	<ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications & training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, 	

	<p><u>Living in the wider world</u></p> <p>What decisions can people make with money</p> <p>PoS refs: R34, L17, L18, L20, L21, L22, L24</p>	<p>why they would choose it and what might influence their decisions</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something ‘value for money’ and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions 	<p>Running on Empty by S.E. Durrant, illustrated by Rob Biddulph (Finances)</p> <p><u>Mental Health & Wellbeing PoS</u></p> <p>Lesson 5: Managing Challenges and Change</p> <p>Year 6</p> <p><u>Mental Health & Wellbeing PoS</u></p> <p>Lesson 6: Feelings and common anxieties when transitioning to secondary school</p>
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¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools](#)

[information sheet](#) for further information ²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

Appendix 4: Sample letter to parents/carers (Engagement)

Dear

As a part of your child's education at Engage Academy, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next (insert number) weeks, starting (insert date), your child's class will be taking part in lessons which will focus on the relationships, health and sex education (RSHE) aspect of this programme.

Lessons will include pupils learning about (select as appropriate or add examples below): Healthy relationships, including friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence. Pupils will also have opportunities to ask questions.

PSHE education is taught throughout the school and is monitored and reviewed regularly by the staff and governing body. To find out more about what your child will learn and discover how you can best support your child to discuss these topics at home, please visit the school's website: <https://www.engageacademy.uk.com/about-us/personal-development/> All PSHE teaching takes place will take place in a safe learning environment and is underpinned by our school ethos and values.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the RSHE programme.

Yours sincerely, (Subject lead for PSHE education & contact email address)

Sample letter to parents/carers (Withdrawal)

Dear

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

Sample form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

The parent(s) and the Headteacher will complete the form: This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	