



# **Personal, Social and Health Education Policy**

**(Including Relationships, Health and Sex  
Education)**

**MARCH 2023**

## **Background:**

Wadsworth Fields Primary School is a primary school for children aged from 3 to 11 years. The school opened in September 2009 as a result of the amalgamation of Frederick Harrison Infant School and Stevenson Junior School. The school serves an urban residential area of both council and private housing. There is a wide social mix and varied family backgrounds. Children are predominantly of white British origin and we also have a number of children from different ethnic, cultural and religious groups.

## **Roles and Responsibilities**

The curriculum lead for PSHE is Mrs. Claire Porter.

The governor with responsibility for PSHE is Mrs. Stacey Patrick.

## **Policy Development**

This policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

- Review – a working group pulled together all relevant information including relevant national and local guidance.
- Parent/Carers consultation – parents were given an outline of current PHSE, including RSE, curriculum and invited to respond and comment on the current provision.
- Governors consultation – Governors were informed of the curriculum and policy review and the link governor met with the curriculum lead to discuss parent responses to the questionnaire and the next steps of the working group.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Pupil consultation – where appropriate we investigated what exactly children want from their PSHE (including RSE) curriculum.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Aims**

The aims of PSHE education at Wadsworth Fields Primary School are to:

- Support the children's development as human beings,
- Enable them to understand and respect who they are.
- Empower them with a voice.
- Equip them for life and learning.

The aims of relationships, health and sex education at Wadsworth Fields Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare children for puberty, and given them an understanding of sexual development and the importance of health and hygiene.

- Help children develop feelings of self-respect, confidence and empathy.
- Create a positive culture around the issues of sexuality and relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.

### **Statutory Requirements**

As a maintained primary school, we must provide relationships education to all children as per section 34 of the Children and Social Work Act 2017.

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

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

At Wadsworth Fields Primary School, we teach RHSE as set out in this policy.

Appendix 1 sets out the statutory relationships and health education curriculum and its links to the PSHE Association Programme of Study.

### **Definition**

Relationships, Health and Sex Education (RHSE) is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

### **What do we teach and when**

In Foundation, we follow the Early Years Foundation Stage curriculum of Development Matters. In Key Stage 1 and 2, we follow the Twinkl Programme, adapting as necessary to meet the needs of our children, which is fully aligned to the PSHE Association Programmes of Study.

Our curriculum is set out as per Appendix 4, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Human Reproduction

### **Foundation Stage**

PSHE is underpinned in a variety of areas of learning within the Early Years curriculum.

Personal, social and emotional development is a prime area of learning within the Development Matters Framework. This is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning

their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions; develop a positive sense of self; set themselves simple goals; have confidence in their own abilities; to persist and wait for what they want; and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and managing personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Additionally, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

### **Key Stage 1 and 2 (Years 1 - 6)**

Twinkl covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the twelve units, further details can be found in Appendices 4 and 5, and on the school website under the PSHE curriculum. Each unit is taught once in Key Stage 1, once in Lower Key Stage 2 and once in Upper Key Stage 2 with the learning deepening and broadening each time. The Twinkl Programme is fully aligned to the PSHE Association Programmes of Study, and has been adapted to meet the needs of children at Wadsworth Fields. The PSHE curriculum is supported through Computer Science, such as learning about online safety and Science, where children learn about healthy eating, keeping safe and the correct terminology for body parts.

<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
Think Positive It’s My Body Safety First Growing Up	TEAM Be Yourself VIPs Digital Wellbeing	Diverse Britain Aiming High One World Money Matters

## **Parents' Right to Withdraw**

Parents do not have the right to withdraw their child from health and relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education that is covered in addition to that in the science curriculum. Requests for withdrawal should be put in writing using the form found in appendix 6 and addressed to the PSHE lead. A copy of withdrawal requests will be placed in the pupil's educational record. The PSHE lead and a member of senior leadership will discuss the request with parents and take appropriate action. Once a pupil has been withdrawn they cannot take part in additional sex education lessons until the request for withdrawal has been removed. Alternative work will be given to children who are withdrawn from sex education.

## **Managing Difficult Questions**

During both formal and informal PSHE and RHSE sessions, children are encouraged to ask questions. Any questions are answered according to the age and maturity of the child concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will

- use specific ground rules for this work which will clarify boundaries for children, and mitigate disclosures in class.
- clarify that personal questions should not be asked.
- clarify that children should not give out personal information in class but speak to someone they trust after the lesson.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortably answering within the classroom, or that is not age-appropriate, provision may be made to address the individual child's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual children.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## **Recording and Assessment**

Children have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the children's self-assessment, teachers will assess through informal methods, such as observations and class or group discussions.

Observations may have a particular focus: children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RHSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

### **Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider PSHE and RHSE to be an important part of our school's approach to safeguarding.

Teachers are aware that effect PSHE and RHSE, 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 will take these matters seriously and follow the process and procedures as set out in the Safeguarding Policy.

### **Monitoring and Review**

Our aim is to provide PSHE and RHSE that is relevant and tailored to meet the needs of our children, depending on their age and stage of personal development. For this reason, we regularly review the PSHE curriculum (including RHSE) to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE lead will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

### **Staff Support and Training**

Wadsworth Fields Primary School believes in the importance of appropriate staff training to enable staff to deliver effective PSHE including RHSE. The PSHE lead will access courses or INSET opportunities to assist staff involved in the delivery of PSHE and RHSE.

This policy is reviewed annually.

Claire Porter

March 2023

## Appendix 1

### RHE Statutory Requirements from the Department of Education – Expectations by the end of Primary

<b>Families and People Who Care for Me</b>		
	<b>LINKS TO PSHE ASSOCIATION</b>	
	<b>Key Stage 1</b>	<b>Key Stage 2</b>
That families are important for children growing up because they can give love, security and stability.	R2	R6
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.	R1, R4	R8
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.	H22, R3	R2, R7
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.	R3	R1, R6, R7
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	R4	R3, R5
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	R5	R4, R9
<b>Caring Friendships</b>		
How important friendships are in making us feel happy and secure	R6	R10
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	R6	R11
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	R7	R13, R14
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.	R8	R16
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.	R9	R18
<b>Respectful Relationships</b>		
The importance of respecting others, even when they are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	H22, R23, L4, L6	R32, R33, L6
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	R6, R8	R33, R34
The conventions of courtesy and manners.	R22	R33
The importance of self-respect and how this links to their own happiness.	H21, H23, R22	R31
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.	R22, H22	R31
About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	R10, R11, R12	R19, R20, R28
What a stereotype is, and how stereotypes can be unfair, negative or destructive.	L4	R21, L7, L8, L9
The importance of permission-seeking and giving in relationships with friends, peers and adults.	R15, R17	R22, R26
<b>Online Relationships</b>		
That people sometimes behave differently online, including by pretending to be someone they are not.	R14	R23

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.	R12	R24, R30, R31
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R20	R24, R29
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R15	R24
How information and data is shared and used online.	H34	L13, L14
<b>Being Safe</b>		
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22
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.	R13, R18	R27
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R13	H45, R25
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R14, R15, R19	R24
How to recognise and report feelings of being unsafe or feeling bad about any adult.	R20	R29
How to ask for advice or help for themselves or others, and to keep trying until they are heard.	R20	R29
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	R20	R29, H45
Where to get advice e.g. family, school and/or other sources.	R20	R29
<b>Mental Wellbeing</b>		
That mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H15
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	H11, H12, H13, H14	H17
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.	H15, H16	H19
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18, H19	H20, H21
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18, H20, H24	H16
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24, H27, R7	H24, R13
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10, R11	R19
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	H19, R12	H21, R20
It is common for people to experience mental ill health. For many people, who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	H24	H22
<b>Internet Safety and Harms</b>		
That for most people the internet is an integral part of life and has many benefits.	L7, L8	L11
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	H9	H13
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	R10, R12	R30, L11, L15
Why social media, some computer games and online gaming, for example, are age restricted.	H28	H37, L23



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.	H34	H37, R20, L11
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	L9	L12, L13, L14, L16
Where and how to report concerns and get support with issues online.	H34	H42
<b>Physical Health and Fitness</b>		
The characteristics and mental and physical benefits of an active lifestyle.	H1	H7
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	H3	H7
The risks associated with an inactive lifestyle (including obesity)	H3	H4, H7
How and when to seek support including which adults to speak to in school if they are worried about their health.	H10	H14
<b>Healthy Eating</b>		
What constitutes a healthy diet (including understanding calories and other nutritional content).	H2, H3	H1, H6
The principles of planning and preparing a range of healthy meals.	H2	H6
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	H2	H2, H3, H6
<b>Drugs, Alcohol and Tobacco</b>		
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	H37	H46, H47, H48
<b>Health and Prevention</b>		
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		H5
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	H8	H12
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	H4	H8
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	H7	H11
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	H5	H9, H40
The facts about science relating to allergies, immunisations and vaccination.	H6	H10
<b>Basic First Aid</b>		
How to make a clear and efficient call to emergency services if necessary.	H35, H36	H44
Concepts of basic first-aid, for example, dealing with common injuries, including head injuries.	H35, H37	H43
<b>Changing Adolescent Body</b>		
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	H25, H26	H30, H31, H32, H34
About menstrual wellbeing including the key facts about the menstrual cycle.		H30, H31

## Appendix 2

### PSHE Association Programme of Study

Key Stage 1	Key Stage 2
<b>Health and Wellbeing</b>	
<b>Healthy Lifestyles (physical wellbeing)</b>	
<b>H1:</b> about what keeping healthy means; different ways to keep healthy	<b>H1:</b> how to make informed decisions about health
<b>H2:</b> about foods that support good health and the risks of eating too much sugar	<b>H2:</b> about the elements of a balanced, healthy lifestyle
<b>H3:</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday	<b>H3:</b> about choices that support a healthy lifestyle, and recognise what might influence these
<b>H4:</b> about why sleep is important and different ways to rest and relax	<b>H4:</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle
<b>H5:</b> simple hygiene routines that can stop germs from spreading	<b>H5:</b> about what good physical health means; how to recognise early signs of physical illness
<b>H6:</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	<b>H6:</b> 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
<b>H7:</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	<b>H7:</b> 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
<b>H8:</b> how to keep safe in the sun and protect skin from sun damage	<b>H8:</b> 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.
<b>H9:</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	<b>H9:</b> 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
<b>H10:</b> about the people who help us to stay physically healthy	<b>H10:</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	<b>H11:</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
	<b>H12:</b> about the benefits of sun exposure and risks of overexposure; hoe to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
	<b>H13:</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
	<b>H14:</b> how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health
<b>Mental Health</b>	
<b>H11:</b> about different feelings that humans can experience	<b>H15:</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
<b>H12:</b> how to recognise and name different feelings	<b>H16:</b> 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

<b>H13:</b> how feelings can affect people's bodies and how they behave	<b>H17:</b> to recognise that feelings can change over time and range in intensity
<b>H14:</b> how to recognise what others might be feeling	<b>H18:</b> about everyday things that affect feelings and the importance of expressing feelings
<b>H15:</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things	<b>H19:</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
<b>H16:</b> about ways of sharing feelings; a range of words to describe feelings	<b>H20:</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
<b>H17:</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	<b>H21:</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
<b>H18:</b> 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	<b>H22:</b> 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
<b>H19:</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	<b>H23:</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
<b>H20:</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.	<b>H24:</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
<b>Ourselves, Growing and Changing</b>	
<b>H21:</b> to recognise what makes them special	<b>H25:</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
<b>H22:</b> to recognise the ways in which we are all unique	<b>H26:</b> that for some people gender identity does not correspond with their biological sex
<b>H23:</b> to identify what they are good at, what they like and dislike	<b>H27:</b> to recognise their individuality and personal qualities
<b>H24:</b> how to manage when finding things difficult	<b>H28:</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
<b>H25:</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	<b>H29:</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
<b>H26:</b> about growing and changing from young to old and how people's needs change	<b>H30:</b> to identify the external genitalia and internal reproduction organs in males and females and how the process of puberty relates to human reproduction
<b>H27:</b> about preparing to move to a new class/year group	<b>H31:</b> 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)
	<b>H32:</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
	<b>H33:</b> 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
	<b>H34:</b> about the new opportunities and responsibilities that increasing independence may bring
	<b>H35:</b> about the new opportunities and responsibilities that increasing independence may bring
	<b>H36:</b> strategies to manage transitions between classes and key stages
<b>Keeping Safe</b>	
<b>H28:</b> about rules and age restrictions that keep us safe	<b>H37:</b> 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
<b>H29:</b> to recognise risk in simple everyday situations and what action to take to minimise harm	<b>H38:</b> how to predict, assess and manage risk in different situations
<b>H30:</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	<b>H39:</b> 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
<b>H31:</b> that household products (including medicines) can be harmful if not used correctly	<b>H40:</b> about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)
<b>H32:</b> 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	<b>H41:</b> 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
<b>H33:</b> about the people whose job it is to help keep us safe	<b>H42:</b> 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 something seen or read online and how to report concerns, inappropriate content and contact
<b>H34:</b> 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	<b>H43:</b> about what is meant by first aid; basic techniques for dealing with common injuries
<b>H35:</b> about what to do if there is an accident and someone is hurt	<b>H44:</b> 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
<b>H36:</b> how to get help in an emergency (how to dial 999 and what to say)	<b>H45:</b> 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
<b>Drugs, Alcohol and Tobacco</b>	
<b>H37:</b> about things that people can put into their body or on their skin; how these can affect how people feel	<b>H46:</b> 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
	<b>H47:</b> 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
	<b>H48:</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines)
	<b>H49:</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping
	<b>H50:</b> 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
<b>Relationships</b>	
<b>Families and Close Positive Relationships</b>	
<b>R1:</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	<b>R1:</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
<b>R2:</b> to identify the people who love and care for them and what they do to help them feel cared for	<b>R2:</b> 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
<b>R3:</b> about different types of families including those that may be different to their own	<b>R3:</b> 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

<b>R4:</b> to identify common features of family life	<b>R4:</b> 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
<b>R5:</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	<b>R5:</b> 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.
	<b>R6:</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	<b>R7:</b> 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
	<b>R8:</b> to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	<b>R9:</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
<b>Friendships</b>	
<b>R6:</b> about how people make friends and what makes a good friendships	<b>R10:</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
<b>R7:</b> about how to recognise when they or someone else feels lonely and what to do about it	<b>R11:</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, 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
<b>R8:</b> simple strategies to resolve arguments between friends positively	<b>R12:</b> 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
<b>R9:</b> how to ask for help if a friendship is making them feel unhappy	<b>R13:</b> the importance of seeking support if feeling lonely or excluded
	<b>R14:</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
	<b>R15:</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
	<b>R16:</b> how friendships can change over time, about making new friends and the benefits of having different types of friends
	<b>R17:</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
	<b>R18:</b> 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
<b>Managing Hurtful Behaviours and Bullying</b>	
<b>R10:</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online	<b>R19:</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
<b>R11:</b> about how people may feel if they experience hurtful behaviour or bullying	<b>R20:</b> 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
<b>R12:</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding of others is not acceptable;	<b>R21:</b> about discrimination: what it means and how to challenge it

how to report bullying; the importance of telling a trusted adult	
<b>Safe Relationships</b>	
<b>R13:</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	<b>R22:</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
<b>R14:</b> that sometimes people may behave differently online, including by pretending to be someone they are not	<b>R23:</b> 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
<b>R15:</b> how to respond safely to adults they do not know	<b>R24:</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
<b>R16:</b> about how to respond if physical contact makes them feel uncomfortable or unsafe	<b>R25:</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
<b>R17:</b> about knowing there are situations when they should ask for permission and also when their permission should be sought	<b>R26:</b> about seeking and giving permission (consent) in different situations
<b>R18:</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	<b>R27:</b> 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
<b>R19:</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	<b>R28:</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
<b>R20:</b> 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	<b>R29:</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
<b>Respecting Self and Others</b>	
<b>R21:</b> about what is kind and unkind behaviour, and how this can affect others	<b>R30:</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online
<b>R22:</b> about how to treat themselves and others with respect; how to be polite and courteous	<b>R31:</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including 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
<b>R23:</b> to recognise the ways in which they are the same and different to others	<b>R32:</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
<b>R24:</b> how to listen to other people and play and work cooperatively	<b>R33:</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
<b>R25:</b> how to talk about and share their opinions on things that matter to them	<b>R34:</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
<b>Living In The Wider World</b>	
<b>Shared Responsibilities</b>	
<b>L1:</b> about what rules are, why they are needed, and why different rules are needed for different situations	<b>L1:</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws
<b>L2:</b> how people and other living things have different needs; about the responsibilities of caring for them	<b>L2:</b> to recognise there are human rights, that are there to protect everyone
<b>L3:</b> about things they can do to help look after the environment	<b>L3:</b> about the relationship between rights and responsibilities
	<b>L4:</b> 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

	<b>L5:</b> 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)
<b>Communities</b>	
<b>L4:</b> about the different groups they belong to	<b>L6:</b> about the different groups that make up their community; what living in a community means
<b>L5:</b> about the different roles and responsibilities people have in the community	<b>L7:</b> to value the different contributions that people and groups make to the community
<b>L6:</b> to recognise the ways they are the same as, and different to, other people	<b>L8:</b> about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities
	<b>L9:</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	<b>L10:</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
<b>Media Literacy and Digital Resilience</b>	
<b>L7:</b> about how the internet and digital devices can be used safely to find things out and to communicate with others	<b>L11:</b> recognise ways in which the internet and social media can be used both positively and negatively
<b>L8:</b> about the role of the internet in everyday life	<b>L12:</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
<b>L9:</b> that not all information seen online is true	<b>L13:</b> about some of the different ways information and data is shared and used online, including for commercial purposes
	<b>L14:</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	<b>L15:</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
	<b>L16:</b> 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
<b>Economic Wellbeing: Money</b>	
<b>L10:</b> what money is; forms that money comes in; that money comes from different sources	<b>L17:</b> about the different ways to pay for things and the choices people have about this
<b>L11:</b> that people make different choices about how to save and spend money	<b>L18:</b> to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
<b>L12:</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want	<b>L19:</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
<b>L13:</b> that money needs to be looked after; different ways of doing this	<b>L20:</b> to recognise that people make spending decisions based on priorities, needs and wants
	<b>L21:</b> different ways to keep track of money
	<b>L22:</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
	<b>L23:</b> 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
	<b>L24:</b> to identify the ways that money can impact on people's feelings and emotions
<b>Economic Wellbeing: Aspirations, Work and Career</b>	
<b>L14:</b> that everyone has different strengths	<b>L25:</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

<p><b>L15:</b> that jobs help people to earn money to pay for things</p>	<p><b>L26:</b> 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</p>
<p><b>L16:</b> different jobs that people they know or people who work in the community do</p>	<p><b>L27:</b> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>
<p><b>L17:</b> about some of the strengths and interests someone might need to do different jobs</p>	<p><b>L28:</b> 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)</p>
	<p><b>L29:</b> 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 choose to do voluntary work which is unpaid</p>
	<p><b>L30:</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>
	<p><b>L31:</b> to identify the kind of job that they might like to do when they are older</p>
	<p><b>L32:</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>



## **Appendix 3**

### **RSHE Letter to Parents – Sent annually in the Autumn Term**

Dear Parents/Carers

#### **Please read this information carefully as it contains curriculum coverage for the teaching of Relationships Education, Health Education and Sex Education.**

As a part of your child's education at Wadsworth Fields Primary School, 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.

Under the Children and Social Work Act 2017, the government committed to making Relationships Education statutory in all primary schools. Sex education has not been made compulsory in primary schools, though the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupil.' At Wadsworth Fields, we have defined 'sex education' to mean 'human reproduction'.

The sex education contained in National Curriculum science (Key Stages 1-4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE, except for those parts included in statutory National Curriculum Science and that included within statutory Relationships and Health education. Those parents wishing to exercise this right will be invited to put the request in writing and discuss this with the PSHE coordinator and a member of the Senior Leadership Team. Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).

We believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many children will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons. During all topics we will be discussing the different male and female body parts using the correct scientific terminology.

**Please note that lessons included sex education are outlined in red and only feature in Key Stage 2 (Years 3-6).**

Attached to this letter is an overview of the lessons taught specifically to your child's year group. If you have any questions, please don't hesitate to speak to myself or your child's class teacher.

Yours Sincerely,

Mrs. Claire Porter  
PSHE & RHSE Lead

## Appendix 4

### PHSE (including RHSE) Curriculum

#### Foundation Stage

#### Development Matters

<b>Nursery</b>	
<b>Communication and Language</b>	<ul style="list-style-type: none"><li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li><li>• Start a conversation with an adult or a friend and continue it for many turns.</li></ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"><li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li><li>• Develop their sense of responsibility and membership of a community.</li><li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>• Show more confidence in new social situations.</li><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Remember rules without needing an adult to remind them.</li><li>• Develop appropriate ways of being assertive.</li><li>• Talk with others to solve conflicts.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>• Understand gradually how others might be feeling.</li><li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li><li>• Make healthy choices about food, drink, activity and toothbrushing.</li></ul>
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li></ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li><li>• Show interest in different occupations.</li><li>• Continue developing positive attitudes about the differences between people.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>

<b>Reception</b>	
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.               <ul style="list-style-type: none"> <li>○ personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of 'screen time'</li> <li>○ having a good sleep routine</li> </ul> </li> <li>• being a safe pedestrian</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school days successfully:               <ul style="list-style-type: none"> <li>○ lining up and queuing</li> </ul> </li> <li>• mealtimes</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>

## Appendix 5

### PHSE (including RHSE) Curriculum

#### Key Stage 1

Units are taught in mixed year groups on a two-year rolling programme.

#### Autumn Term

1st Half Year A (2022/23) TEAM	1st Half Year B (2023/24) VIPs	2nd Half Year A (2022/23) Think Positive	2nd Half Year B (2023/24) Safety First
<p>Together Everyone Achieves More</p> <p>What does it mean to be part of a team.</p> <p>What teams are we a part of?</p> <p>R1, R2, R23, L4</p>	<p>Who Are Your VIPs?</p> <p>Who are our special people?</p> <p>What makes them special?</p> <p>H33, R1, R2</p>	<p>Think Happy, Feel Happy</p> <p>What is positive thinking?</p> <p>How can it help us feel good?</p> <p>H12, H13, H17, H18, H19</p>	<p>Keeping Safe</p> <p>Who does your body belong to?</p> <p>What should you do if you feel unsafe or worried about something?</p> <p>H28, H29, H33, R19</p>
<p>Listening</p> <p>Why is it important to listen to other people?</p> <p>How can I be a good listener?</p> <p>R22, R24</p>	<p>Families</p> <p>Why are families important?</p> <p>How should the people in your family make you feel?</p> <p>H33, R1, R2, R3, R4, R5</p>	<p>It's Your Choice</p> <p>What choices do we have about things we say and do?</p> <p>How can these choices affect how we feel?</p> <p>H1, H13, H18, R21, H23</p>	<p>Staying Safe at Home</p> <p>What does exercise do to our bodies and is it important?</p> <p>What does sleep do to our bodies and is it important?</p> <p>H28, H29, H30, H31</p>
<p>Being Kind</p> <p>How can we show kindness to others?</p> <p>Why is it important to be kind to the people around you?</p> <p>R7, R21, R22</p>	<p>Friends</p> <p>What makes a good friend?</p> <p>How can we be a good friend?</p> <p>H14, H16, R6</p>	<p>Go-Getters</p> <p>What are helpful and unhelpful thoughts?</p> <p>What can we do if we find something challenging?</p> <p>H11, H13, H18</p>	<p>Staying Safe Outside</p> <p>What is a healthy diet?</p> <p>Why is it important to eat well?</p> <p>H8, H28, H29, H32, H33, H35</p>
<p>Bullying and Teasing</p> <p>What kinds of unkind behaviour are there?</p> <p>What can we do if we see teasing or bullying or if it happens to us?</p> <p>R9, R10, R11, R12</p>	<p>Falling Out</p> <p>Why is it important to treat people fairly, even when we are cross with them?</p> <p>What can we do about arguments and disagreements?</p> <p>H23, R8, R9, R10, R11, R12, R16, R24, R25</p>	<p>Let It Out</p> <p>What things make us feel cross, worried or sad?</p> <p>What can we do if this happens?</p> <p>H11, H13, H18, H19, H24, R7, R25</p>	<p>Staying Safe Around Strangers</p> <p>What are germs and how can they be bad for us?</p> <p>How can we keep ourselves clean?</p> <p>H29, H32, H33, R14, R15</p>
<p>Brilliant Brains</p> <p>How can we be positive learners?</p> <p>What can we do if we find something difficult?</p> <p>H23, L14</p>	<p>Working Together</p> <p>What does cooperate mean?</p> <p>How can we cooperate with others?</p> <p>R21, R24</p>	<p>Be Thankful</p> <p>How can we be thankful for the things that we have?</p> <p>How can being thankful help to make us happy?</p> <p>H11, H12, R25</p>	<p>Safe Secrets and Surprises</p> <p>Why are some things dangerous to eat or drink and how can they harm us?</p> <p>How can we keep ourselves safe?</p> <p>R13, R16, R18, R19, R20</p>

<p><b>Making Good Choices</b></p> <p>What choices can we make about our behaviour?</p> <p>How might our choices affect the members of our team?</p> <p>H23, R21, R22, R24</p>	<p><b>Showing You Care</b></p> <p>Why is it important to let people know that they are special to us?</p> <p>How can we show our special people that we care?</p> <p>H14, H16, R7</p>	<p><b>Be Mindful</b></p> <p>What is mindfulness?</p> <p>How can we be mindful?</p> <p>H13, H18</p>	<p><b>People Who Can Help</b></p> <p>What choices can you make to be healthier, safer and happier?</p> <p>How can we make better choices?</p> <p>H33, H35, H36</p>
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## Spring Term

1st Half Year A (2022/23) Diverse Britain	1st Half Year B (2023/24) One World	2nd Half Year A (2022/23) Be Yourself	2nd Half Year B (2023/24) Digital Wellbeing
<p><b>My School</b></p> <p>What does it mean to belong to a community?</p> <p>What can we do to help our school community?</p> <p>L1, L4</p>	<p><b>Families</b></p> <p>What are families like around the world?</p> <p>How are they similar to and different from ours?</p> <p>R2, R3, R4, L6</p>	<p><b>Marvellous Me</b></p> <p>What makes us special?</p> <p>Why is it important to be kind to ourselves?</p> <p>H21, H22</p>	<p><b>The Internet and Me</b></p> <p>What do we use the Internet for?</p> <p>How can it help us?</p> <p>L7, L8</p>
<p><b>My Community</b></p> <p>What is it like in our community?</p> <p>How can we be good neighbours?</p> <p>R21, L4, L5</p>	<p><b>Homes</b></p> <p>How is life different for children in other countries?</p> <p>How is it the same?</p> <p>R3, R4, L2, L6</p>	<p><b>Feelings</b></p> <p>What are our different feelings called?</p> <p>How can we describe them?</p> <p>H12, H13, H19</p>	<p><b>Online and Offline</b></p> <p>How much screen time is healthy?</p> <p>How can I make sure I do a range of activities, both offline and online, to keep my mind and body healthy?</p> <p>L7, L8</p>
<p><b>My Neighbourhood</b></p> <p>What makes our neighbourhood a nice place to live?</p> <p>How can we keep it a pleasant place for everyone?</p> <p>L2, L3</p>	<p><b>Schools</b></p> <p>What is it like to go to school in other countries?</p> <p>Why is it important to go to school?</p> <p>L1, L2, L6</p>	<p><b>Things I like</b></p> <p>When do we feel happy?</p> <p>What other good feelings do you feel?</p> <p>H15, H22, H23</p>	<p><b>Staying Safe Online</b></p> <p>What are the risks when we go online?</p> <p>What can I do if I feel frightened?</p> <p>H28, H34, R14, R15</p>
<p><b>My Country</b></p> <p>What is Britain?</p> <p>What is it like to live in the British Isles?</p> <p>R25, L6</p>	<p><b>Environments</b></p> <p>What are some of the different places that people live?</p> <p>How does this affect their lives?</p> <p>L2, L6</p>	<p><b>Uncomfortable Feelings</b></p> <p>What things make us feel unhappy or cross?</p> <p>What can we do when we have uncomfortable feelings?</p> <p>H14, H15, H16, H18, R25</p>	<p><b>Personal Information</b></p> <p>What is personal information?</p> <p>How can we stay safe online?</p> <p>H28, H34, L9</p>
<p><b>British People</b></p> <p>In what ways can British people be different from one another?</p> <p>How are British people similar to one another?</p> <p>R23, L2, L6</p>	<p><b>Resources</b></p> <p>How do people use things from Earth?</p> <p>What problems can this cause?</p> <p>L2, L3</p>	<p><b>Changes</b></p> <p>How does it feel when things change or we lose something precious?</p> <p>What can we do to help ourselves and others when this happens?</p> <p>H12, H18, H20</p>	<p><b>Communicating Online</b></p> <p>How can we use the Internet to communicate with other?</p> <p>How can we show respect and kindness online?</p> <p>R10, R11, R12, R14, R15, L7, L8</p>

<p>What Makes Me Proud of Britain?</p> <p>What does it mean to be British?</p> <p>Why should we be proud of living in the British Isles?</p> <p>R25, L4</p>	<p>Planet Protectors</p> <p>Why is it important to care for the Earth?</p> <p>What can we do to help?</p> <p>L2, L3</p>	<p>Speak Up!</p> <p>Why are our feelings and thoughts important?</p> <p>How can we explain our thoughts and feelings to others?</p> <p>H23, R25</p>	<p>True or False?</p> <p>Can we trust everything we see on the Internet?</p> <p>How do we know what is true?</p> <p>L9</p>
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## Summer Term

1st Half Year A (2022/23) It's My Body	1st Half Year B (2023/24) Money Matters	2nd Half Year A (2022/23) Aiming High	2nd Half Year B (2023/24) Growing Up
<p>My Body, My Business</p> <p>Who does your body belong to?</p> <p>What should you do if you feel unsafe or worried about something?</p> <p>R13, R16, R17, R18, R20, H10</p>	<p>Money</p> <p>What is money?</p> <p>What do we need money for?</p> <p>L10</p>	<p>Star Qualities</p> <p>What are our star qualities?</p> <p>What star qualities would we like to develop?</p> <p>H21, H24, L14</p>	<p>Our Bodies</p> <p>What are the main parts of our bodies?</p> <p>What are the differences between girls and boys?</p> <p>H25, H26, R13</p>
<p>Active and Asleep</p> <p>What does exercise do to our bodies and is it important?</p> <p>What does sleep do to our bodies and is it important?</p> <p>H3, H4, H9</p>	<p>Where Money Comes From</p> <p>Where does money come from?</p> <p>What jobs do people do?</p> <p>L15, L16</p>	<p>Positive Learners</p> <p>What is a positive learning attitude?</p> <p>How can a positive learning attitude help us?</p> <p>H21, H23, H24</p>	<p>Is it OK?</p> <p>What is 'consent' and what are the rules for respecting people's bodies?</p> <p>What should we do if these rules are broken?</p> <p>R16, R19, R20</p>
<p>Happy Healthy Food</p> <p>What is a healthy diet?</p> <p>Why is it important to eat well?</p> <p>H2, H7, H10</p>	<p>Look After It</p> <p>How can we keep our money safe?</p> <p>Why is it important to keep money safe?</p> <p>L13</p>	<p>Bright Futures</p> <p>What kinds of jobs do people do?</p> <p>What do we want to be when we grow up?</p> <p>H21, H24, L14, L17</p>	<p>Pink and Blue</p> <p>Can we tell what someone is like depending on if they are a boy or a girl?</p> <p>What is a stereotype?</p> <p>H22, R23</p>
<p>Clean as a Whistle</p> <p>What are germs and how can they be bad for us?</p> <p>How can we keep ourselves clean?</p> <p>H5, H6, H7, H10</p>	<p>Save or Spend?</p> <p>What choices do we have about spending money?</p> <p>How can we keep track of what we spend?</p> <p>L11</p>	<p>Jobs For All</p> <p>Are some jobs for some people and not others?</p> <p>Can we give reasons for our opinions?</p> <p>R23, R25, L16, L17</p>	<p>Your Family, My Family</p> <p>What is a family and what makes families special?</p> <p>Who can I talk to if something about my family is worrying me?</p> <p>R3, R4, R5</p>

<p><b>Can I Eat it?</b></p> <p>Why are some things dangerous to eat or drink and how can they harm us?</p> <p>How can we keep ourselves safe?</p> <p>H29, H31, H37</p>	<p><b>Want or Need?</b></p> <p>What is the difference between things we want and things we need?</p> <p>Why is it important to understand this?</p> <p>L12</p>	<p><b>Going for Goals</b></p> <p>What are our goals for the future?</p> <p>How can we achieve our goals?</p> <p>H21, H24, L15, L17</p>	<p><b>Getting Older</b></p> <p>What will we be able to do next year?</p> <p>How will we change as we grow older?</p> <p>H26, H27</p>
<p><b>I Can Choose</b></p> <p>What choices can you make to be healthier, safer and happier?</p> <p>How can we make better choices?</p> <p>H1, H8, H9, R17</p>	<p><b>Going Shopping</b></p> <p>What happens when we go shopping?</p> <p>What are the different kinds of things we can buy?</p> <p>L11</p>	<p><b>Looking Forward</b></p> <p>How might next year be different from this year?</p> <p>What are we looking forward to about next year?</p> <p>H20, H21</p>	<p><b>Changes</b></p> <p>What are some changes that might happen in people's lives?</p> <p>What feelings can these changes cause?</p> <p>H20, H27</p>

## Lower Key Stage 2

Units are taught in mixed year groups on a two-year rolling programme.

### Autumn Term

1st Half Year A (2022/23) TEAM	1st Half Year B (2023/24) VIPs	2nd Half Year A (2022/23) Think Positive	2nd Half Year B (2023/24) Safety First
<p><b>A New Start</b></p> <p>How does it feel to start a new class?</p> <p>What are we looking forward to? Is there anything we are going to miss?</p> <p>H18, H19, H24, H36</p>	<p><b>Family and Friends</b></p> <p>Who are the important people in our lives? Why are they important?</p> <p>Why is it important to treat them kindly? What can happen if we don't treat our family and friends with respect?</p> <p>R1, R6, R8, R9, R10, R11, R30</p>	<p><b>Happy Minds, Happy People</b></p> <p>What is a happy mind?</p> <p>How can it make a difference to our lives?</p> <p>H3, H4, H15, H16, H19, H22</p>	<p><b>New Responsibilities</b></p> <p>Who does our body belong to?</p> <p>What type of physical contact is ok?</p> <p>What can you do if you feel uncomfortable about something?</p> <p>H35, H37, H38</p>
<p><b>Together Everyone Achieves More</b></p> <p>What are the features of a good team?</p> <p>How do team members benefit from being in a team?</p> <p>R30, L30</p>	<p><b>Fabulous Friends</b></p> <p>Why is friendship important?</p> <p>What makes a great friendship?</p> <p>R10, R11, R14, R16, R30</p>	<p><b>Thoughts and Feelings</b></p> <p>What are helpful and unhelpful thoughts?</p> <p>How do they affect the way we feel?</p> <p>H3, H4, H15, H16, H18</p>	<p><b>Risks, Hazards and Danger</b></p> <p>What does your body need to be healthy?</p> <p>If you eat junk food regularly, what are the effects on your body?</p> <p>What can you do to become healthier?</p> <p>H38, H39, R29</p>

<p><b>Working Together</b></p> <p>How do the actions of our teammates affect us?</p> <p>How is our team affected by our actions?</p> <p>R30, L30</p>	<p><b>Is This a Good Relationship?</b></p> <p>What makes a good relationship?</p> <p>What can we do if one of our relationships is not good?</p> <p>R1, R9, R15, R18, R22, R25, R26, R27</p>	<p><b>Changes</b></p> <p>How does it feel when big changes happen in our lives?</p> <p>How can we cope with these feelings?</p> <p>H17, H18, H23, H24, H36, R13</p>	<p><b>Under Pressure</b></p> <p>Why is it important to get enough sleep?</p> <p>How can getting enough sleep keep our bodies and minds healthy?</p> <p>What happens if we don't get enough sleep?</p> <p>R9, R18, R28, R29</p>
<p><b>Being Considerate</b></p> <p>How can we tell what our teammates are feeling?</p> <p>How can we respond to the feelings of other people?</p> <p>R11, R17</p>	<p><b>Falling Out</b></p> <p>How and why do people fall out with their friends?</p> <p>What can we do when this happens?</p> <p>R17</p>	<p><b>Keep Calm and Relax</b></p> <p>What is mindfulness and how can it help?</p> <p>How can we be mindful?</p> <p>H15, H20</p>	<p><b>Safety When Out and About</b></p> <p>What sorts of allergies and illnesses are there?</p> <p>Why is personal hygiene so important and how can we stop the spread of disease and infection?</p> <p>H35, H41</p>
<p><b>When Things Go Wrong</b></p> <p>What happens when we fall out with our team members?</p> <p>How can we solve these problems?</p> <p>R13, R17, R30</p>	<p><b>What is Bullying?</b></p> <p>What are the different ways that people can be bullied?</p> <p>How can this affect the people involved?</p> <p>R14, R19, R20, R21, L10</p>	<p><b>You're the Boss</b></p> <p>How do uncomfortable feelings affect our actions and behaviour?</p> <p>What can we do to manage uncomfortable feelings?</p> <p>H3, H15, H16, H20, H21</p>	<p><b>Dangerous Substances</b></p> <p>What are drugs?</p> <p>How can I stay safe around drugs?</p> <p>H40, H46, H47, H48, H49, H50</p>
<p><b>Responsibilities</b></p> <p>Why is it important that everyone on a team fulfils their responsibilities?</p> <p>What are our responsibilities towards our team?</p> <p>R30, L4, L6, L30</p>	<p><b>Stand up to Bullying</b></p> <p>What strategies can we use if we feel we are being bullied?</p> <p>What can we do to support someone we feel is being bullied?</p> <p>R14, R19, R20, R21, L10</p>	<p><b>Always Learning</b></p> <p>What is a positive attitude to learning?</p> <p>What strategies can we use when we find something challenging?</p> <p>H4, H28, H29</p>	<p><b>Injuries and Emergencies</b></p> <p>What choices do I have?</p> <p>How can I make better, healthy choices?</p> <p>H43, H44</p>

## Spring Term

1st Half Year A (2022/23) Diverse Britain	1st Half Year B (2023/24) One World	2nd Half Year A (2022/23) Be Yourself	2nd Half Year B (2023/24) Digital Wellbeing
<p><b>Living in the British Isles</b></p> <p>What kinds of people are British people?</p> <p>What is it like to live in the British Isles?</p> <p>H25, R33, L3, L6, L8</p>	<p><b>Chiwa and Kwende</b></p> <p>What are the similarities and differences in the lives of Chiwa and Kwende?</p> <p>Why are their lives so different?</p> <p>R32, L8, L9</p>	<p><b>Pride</b></p> <p>What does it mean to have pride in ourselves?</p> <p>Why should we be proud of our achievements?</p> <p>H18, H25, H26, H27, H28, R31</p>	<p><b>The Digital World</b></p> <p>What do we use the Internet for?</p> <p>How does the Internet affect our lives?</p> <p>H13, L11</p>



<p><b>Democracy</b></p> <p>What is democracy? Why is democracy important? L2, L4, L7</p>	<p><b>Chiwa's Dilemma 1</b></p> <p>What are Chiwa's reasons for wanting to attend school? What are her mother's reasons for wanting her to stay at home? R34, L2, L9</p>	<p><b>Feelings</b></p> <p>What are our main feelings and emotions called? What do they feel like? When might these feelings happen? H17, H18, H19, H23, R13</p>	<p><b>Digital Kindness</b></p> <p>How can we show kindness and respect online? What can we do if we see unkind behaviour online? R19, R20, R21</p>
<p><b>Rules, Law and Responsibilities</b></p> <p>What are rules? What is the law? How are rules and laws enforced? How do rules and laws help us? L1, L3</p>	<p><b>Chiwa's Dilemma 2</b></p> <p>What do we think Chiwa's family should do? Can we give reasons for our opinions? R34, L2, L8</p>	<p><b>Express Yourself</b></p> <p>What can we do when we feel unhappy or uncomfortable? Why is it important to tell people how you feel? H18, H19, H20</p>	<p><b>Do I Know You?</b></p> <p>What could the risks of chatting to others online be? What's the difference between knowing someone offline and knowing someone online? R12, R23, R24</p>
<p><b>Liberty</b></p> <p>What does liberty mean? What are the rights shared by British people? H25, R31, L2, L9</p>	<p><b>Chiwa's Sugar</b></p> <p>How can our actions affect the lives of people like Chiwa? What can we do to help make the world a fairer place to live? L2, L4, L8, L19</p>	<p><b>Know Your Mind</b></p> <p>What is 'being assertive'? When and how can we be assertive? R15, R28, R29</p>	<p><b>Online Information</b></p> <p>How can we use online information responsibly? Can we trust the information we find online? L12, L14, L16</p>
<p><b>Tolerance and Respect</b></p> <p>What is diversity and why is it important? Why should we be respectful of others? R21, R32, L8, L10</p>	<p><b>Chiwa's World</b></p> <p>What is climate change and how does it affect people like Chiwa? What can we do to help? L3, L4, L5, L19</p>	<p><b>Media-Wise</b></p> <p>What messages do we get from the media about how people should look, feel and behave? Are those messages realistic? L4, L11, L16</p>	<p><b>Keep it Private</b></p> <p>What information should we never share online? Why is it important not to share personal information? H42, R22, R28, L13</p>
<p><b>What Does It Mean to Be British?</b></p> <p>What does being British mean to me? Does 'being British' mean the same to all people? R34, L4, L8</p>	<p><b>Charity for Chiwa</b></p> <p>What kind of organisations help people like Chiwa? What kind of things do they do? L3, L4, L5, L7</p>	<p><b>Making it Right</b></p> <p>What can we do if we do something wrong or make a mistake? How can this help you in the future? H24, H28, H29, R30</p>	<p><b>My Digital Wellness</b></p> <p>How does technology make us feel? What can we do to ensure we feel safe and happy online? H37, R15, L15</p>

## Summer Term

1st Half Year A (2022/23) It's My Body	1st Half Year B (2023/24) Money Matters	2nd Half Year A (2022/23) Aiming High	2nd Half Year B (2023/24) Growing Up
<p><b>My Body, My Choice</b></p> <p>Who does our body belong to? What type of physical contact is ok?</p>	<p><b>Where Does Money Come From?</b></p> <p>Why do people go to work?</p>	<p><b>Achievements</b></p> <p>What have we achieved over the last year and what are we proud of?</p>	<p><b>Human Reproduction</b></p> <p>What are the differences between a male body and female body?</p>

<p>What can you do if you feel uncomfortable about something? H45, R18, R25, R26, R27</p>	<p>What other ways do people get money? L26, L29, L31, L32</p>	<p>How did our behaviour and attitudes help us to achieve? L25, H27, H28</p>	<p>What are the male and female parts of the body for? H33 <b>PARENTS HAVE THE RIGHT TO WITHDRAW FROM THIS LESSON AS IT IS CLASSED AS HUMAN REPRODUCTION</b></p>
<p><b>Fit as a Fiddle</b> What does your body need to be healthy? If you eat junk food regularly, what are the effects on your body? What can you do to become healthier? H2, H3, H4, H6, H7, H11</p>	<p><b>Ways to Pay</b> What are notes, coins, debit and credit cards and bank accounts? What do they do? L17, L22</p>	<p><b>Goals</b> What would we like to achieve over the year ahead? What do we need to do to help us achieve our goals? H28, L25</p>	<p><b>Changes in Boys</b> What changes happen to boys' bodies as they grow up? Why do these changes happen? H30, H31, H32, H34</p>
<p><b>Good Night, Good Day</b> Why is it important to get enough sleep? How can getting enough sleep keep our bodies and minds healthy? What happens if we don't get enough sleep? H1, H2, H3, H4, H8</p>	<p><b>Reasons to Borrow</b> Why might people borrow money? What are the consequences of this? L20, L24</p>	<p><b>Always Learning</b> What behaviours can help us to learn new things? What can we do when we find our learning challenging? H28, H29, L25</p>	<p><b>Changes in Girls</b> What changes happen to girls' bodies as they grow up? Why do these changes happen? H30, H31, H32, H34</p>
<p><b>Cough, Splutter, Sneeze!</b> What sorts of allergies and illnesses are there? Why is personal hygiene so important and how can we stop the spread of disease and infection? H4, H5, H9, H10, H14</p>	<p><b>Spending Decisions</b> What affects the decisions we make about spending money? How might spending decisions we make affect others and the environment? L19, L20, L21</p>	<p><b>Jobs and Skills</b> What kind of jobs do people do? What kind of skills and attributes would we need to do these jobs? L26, L28, L29, L30</p>	<p><b>Changing Emotions</b> How do feelings change as we grow up? What is a crush and how does it feel? H17, H18, H19, H20, H31, H34</p>
<p><b>Drugs: Healing or Harmful?</b> What are drugs? How can I stay safe around drugs? H38, H46, H48</p>	<p><b>Advertising</b> Why do adverts try to influence the way we spend money? How do they do it? L18, L20</p>	<p><b>No Limit!</b> What are stereotypes and how can they affect our attitudes? Can we be anything we want to be when we grow up? L9, L26, L27, L28</p>	<p><b>Relationships and Families</b> What are loving relationships like? What kinds of family are there? H26, R1, R2, R3, R4, R5, R7, R8</p>
<p><b>Choices Everywhere</b> What choices do I have? How can I make better, healthy choices? H1, H2, H3, H4, H11, H12</p>	<p><b>Keeping Track</b> How can we keep track of money? Why is it important to do this? L20, L21</p>	<p><b>When I Grow Up</b> What might we like to do when we grow up? What skills would we need to develop in order to achieve this? H28, L26, L32</p>	<p><b>Where Do I Come From?</b> How are babies made? How are babies born? H33 <b>PARENTS HAVE THE RIGHT TO WITHDRAW FROM THIS LESSON AS IT IS CLASSED AS HUMAN REPRODUCTION</b></p>

## Upper Key Stage 2

Units are taught in mixed year groups on a two-year rolling programme.

### Autumn Term

1st Half Year A (2022/23) TEAM	1st Half Year B (2023/24) VIPs	2nd Half Year A (2022/23) Think Positive	2nd Half Year B (2023/24) Safety First
<p><b>Together Everyone Achieves More</b></p> <p>Can we think of any teams that we admire?</p> <p>What are the attributes that makes a good team?</p> <p>R30, R32, L30</p>	<p><b>People We Love</b></p> <p>What does love mean? Who are the people we love?</p> <p>How do people show their VIPs that they love them?</p> <p>R5, R6, R7, R8, R9</p>	<p><b>The Cognitive Triangle</b></p> <p>What are thoughts, feelings and behaviours?</p> <p>How do thoughts, feelings and behaviours influence each other?</p> <p>H15, H16, H18, H19</p>	<p><b>You Are Responsible</b></p> <p>Why is looking after our bodies so important?</p> <p>What is autonomy and what is consent?</p> <p>H35, H37, H38</p>
<p><b>Communicate</b></p> <p>How can we make our views heard without falling-out with others?</p> <p>How can we respond respectfully to other people's feelings and opinions?</p> <p>R11, R30, R31, R33, R34, L30</p>	<p><b>Think Before You Act</b></p> <p>What are the consequences of behaving unkindly to the people around us?</p> <p>How can we calm down when we are feeling angry or upset with other people?</p> <p>R11, R30</p>	<p><b>Thoughts Are Not Facts</b></p> <p>How do helpful and unhelpful thoughts affect the way we feel and act?</p> <p>What should we do when we have unhelpful thoughts?</p> <p>How can we encourage helpful thoughts?</p> <p>H2, H15, H16, H18, H19</p>	<p><b>What Are the Risks?</b></p> <p>What are the effects of not getting enough sleep?</p> <p>How can we get a good night's sleep?</p> <p>How does regular exercise benefit our mental and physical health?</p> <p>What are the risks associated with an inactive lifestyle?</p> <p>H38, H39</p>
<p><b>Compromise and Collaborate</b></p> <p>How can we compromise and work collaboratively?</p> <p>How can this help our team?</p> <p>R17, R30, L30</p>	<p><b>It's OK to Disagree</b></p> <p>Do people who care about each other always have to agree?</p> <p>How can we resolve disagreements without falling out?</p> <p>R17, R33</p>	<p><b>Face Your Feelings</b></p> <p>How do uncomfortable feelings affect our thoughts and actions?</p> <p>What can we do to manage uncomfortable feelings?</p> <p>H15, H20, H21, H22, H24, R13</p>	<p><b>Making Your Mind Up</b></p> <p>What are healthy habits?</p> <p>How can we take care of our bodies?</p> <p>H38, R28</p>
<p><b>Care</b></p> <p>How can we be sensitive to the feelings of others?</p> <p>How can we make other people feel valued?</p> <p>H23, R10, R13, R14, L4</p>	<p><b>You Decide</b></p> <p>When might we feel under pressure to do something that we feel unsure about or don't want to do?</p> <p>What can we do when this happens?</p> <p>R15, R28, R29</p>	<p><b>Choices and Consequences</b></p> <p>What sorts of decisions and choices do we have to make in life?</p> <p>How can making good choices make us happy?</p> <p>H3, H20, R30</p>	<p><b>In an Emergency</b></p> <p>What are drugs, alcohol and tobacco and what are the effects of using them?</p> <p>What are the risks of taking harmful substances?</p> <p>How can we make good choices about dangerous substances?</p> <p>H14, H43, H44</p>

<p><b>Unkind Behaviour</b></p> <p>What is unkind behaviour?</p> <p>How can we support people who are being upset by others?</p> <p>R19, R20, R21, R31</p>	<p><b>Secrets</b></p> <p>When is it OK to keep a secret?</p> <p>When is this not OK? How can we know when we should break a confidence or tell a secret?</p> <p>R9, R27</p>	<p><b>Being Present</b></p> <p>What is mindfulness and how can we encourage positive thoughts and feelings?</p> <p>How can we be mindful in our everyday lives?</p> <p>H3, H15, H16</p>	<p><b>Home – Safe and Sound</b></p> <p>What messages do we get from the media about our bodies?</p> <p>How can we think positively about ourselves?</p> <p>H11, H39, H40</p>
<p><b>Shared Responsibilities</b></p> <p>Why are responsibilities important in a team?</p> <p>What are the most important responsibilities for our team?</p> <p>L1, L4, L5</p>	<p><b>False Friends</b></p> <p>What are some of the signs of an unhealthy or risky relationship?</p> <p>When might it be best to end a relationship and how can we do this?</p> <p>R1, R9, R18, R26</p>	<p><b>Yes, I Can!</b></p> <p>How can our thoughts and feelings help us to have a positive attitude to learning?</p> <p>What strategies can we use to overcome difficulties and challenges?</p> <p>H4, H15, H29</p>	<p><b>Outdoors – Playing it Safe</b></p> <p>What choices do we have about keeping our bodies and minds healthy?</p> <p>What influences our choices about our bodies and our physical and mental health?</p> <p>How can we decide if these are positive or negative influences?</p> <p>H38, H41</p>

## Spring Term

1st Half Year A (2022/23) Diverse Britain	1st Half Year B (2023/24) One World	2nd Half Year A (2022/23) Be Yourself	2nd Half Year B (2023/24) Digital Wellbeing
<p><b>Identities</b></p> <p>What kind of people live in our nation?</p> <p>How can we show respect for people whose faith or ethnicity is different to our own?</p> <p>H25, R33, L3, L6, L8</p>	<p><b>Global Citizens</b></p> <p>What does it mean to be a global citizen?</p> <p>How can we be responsible global citizens?</p> <p>L2, L3, L4, L5</p>	<p><b>You are Unique</b></p> <p>Is it OK to think and feel differently to other people?</p> <p>What does ‘being an individual’ mean and why is this a good thing?</p> <p>H20, H28, R15, R31</p>	<p><b>My Digital Life</b></p> <p>How can the Internet be used positively?</p> <p>How can it be used negatively?</p> <p>How can we look after our mental health and emotional wellbeing when spending time online?</p> <p>H13, L11</p>
<p><b>Communities</b></p> <p>What is a community and who makes it what it is?</p> <p>How can we contribute to our community?</p> <p>L3, L4, L5, L6, L8</p>	<p><b>Global Warming</b></p> <p>What is global warming and why is it happening?</p> <p>What are the effects of global warming and how can we prevent them from becoming worse?</p> <p>L3, L4, L5, L19</p>	<p><b>Let It Out!</b></p> <p>Why is it important to share our thoughts and feelings with those around us?</p> <p>How can we communicate our thoughts and feelings to others?</p> <p>H18, H19, H23, R6, R11</p>	<p><b>Staying Safe, Healthy and Happy Online</b></p> <p>What are the potential risks of being online and using digital technology.</p> <p>How can we stay safe, healthy and happy online and when we are using digital technology?</p> <p>How can we get help for any concerns we have?</p> <p>What choices can we make to look after ourselves and other when we are online and using digital technology?</p> <p>H37, H42, L12, L13</p>

<p><b>Respecting The Law</b></p> <p>How does the law help us? What could happen if laws are broken? L1, L10</p>	<p><b>Energy</b></p> <p>How does energy we use contribute to global warming? What can we do to help? L3, L4, L5, L19</p>	<p><b>Uncomfortable Feelings</b></p> <p>What are some of the uncomfortable feelings that people can feel? What can we do to manage them? H18, H19, R17</p>	<p><b>Online Relationships</b></p> <p>What do respectful and healthy online relationships look like? What are the signs of an inappropriate online relationship? How do we get help if things are worrying us? What is digital citizenship? H42, R22, R23, R24, R28, L11</p>
<p><b>Local Government</b></p> <p>What is 'local government' and what does it do? How does local government work? R21, L2, L9, L10</p>	<p><b>Water</b></p> <p>Why is it important not to waste water? How can we use water responsibly? L3, L4, L5, L19</p>	<p><b>The Confidence Trick</b></p> <p>What situations might make us feel nervous or shy? How can we feel and act more confident in these situations? H17, H18, H19, H29</p>	<p><b>Social Media</b></p> <p>What are the benefits of using social media? What are the risks? How can we use social media responsibly? L11, L13, L14, L15</p>
<p><b>National Government</b></p> <p>What is 'national government' and what does it do? How does national government work? R21, L2, L9, L10</p>	<p><b>Biodiversity</b></p> <p>What is biodiversity and why is it important? What can we do to encourage biodiversity? L3, L4, L5, L19</p>	<p><b>Do the Right Thing</b></p> <p>How can we know when we might have to make a different choice to those around us? How can we do the right thing even if others do not? H3, R15, R28, R29</p>	<p><b>Say No to Online Bullying</b></p> <p>What does online bullying look like? How can I tell if it is happening? What can we do to help make it stop? R19, R20, R21</p>
<p><b>Making a Difference</b></p> <p>What are charities and voluntary groups? What do they do? L4, L6, L7, L8</p>	<p><b>In Our Hands</b></p> <p>How can choices we make have an impact on people across the world? What is our plan for making the world a better place? L3, L4, L5, L19</p>	<p><b>Making Amends</b></p> <p>How might we feel if we have made a mistake or done something wrong? What can we do about it? H28, H29</p>	<p><b>Fake News</b></p> <p>What is 'fake news'? How can we tell if something online is reliable or not? What can we do to help stop the spread of fake news? L12, L16</p>

## Summer Term

1st Half Year A (2022/23) It's My Body	1st Half Year B (2023/24) Money Matters	2nd Half Year A (2022/23) Aiming High	2nd Half Year B (2023/24) Growing Up
<p>Your Body is Your Own</p> <p>Why is looking after our bodies so important? What is autonomy and what is consent? H45, R18, R25, R26, R27</p>	<p>Look After It!</p> <p>What are financial risks? How can they be avoided? L13, L22</p>	<p>You Can Achieve Anything!</p> <p>What have we achieved and learn since we started school? What skills and attributes have we used to make that happen? H28, L25</p>	<p>Changing Bodies</p> <p>What are the changes that occur in boys' and girls' bodies during puberty? How can we look after our changing bodies as we grow? H30, H31, H32, H34, R25</p>

<p><b>Exercise Right, Sleep Tight</b></p> <p>What are the effects of not getting enough sleep?</p> <p>How can we get a good night's sleep?</p> <p>How does regular exercise benefit our mental and physical health?</p> <p>What are the risks associated with an inactive lifestyle?</p> <p>H2, H3, H4, H7, H8</p>	<p><b>Critical Consumers</b></p> <p>How do manufacturers and retailers try to influence the way we spend our money?</p> <p>How can we be 'critical consumers'?</p> <p>L17, L18, L20</p>	<p><b>Breaking Down Barriers</b></p> <p>How do successful learners overcome challenges?</p> <p>How do helpful learning strategies help us?</p> <p>H28, L25</p>	<p><b>Changing Emotions</b></p> <p>How might our thoughts and feelings change during puberty?</p> <p>How can we deal with difficult feelings and moods?</p> <p>H17, H18, H19, H20, H31</p>
<p><b>Taking Care of Our Bodies</b></p> <p>What are healthy habits?</p> <p>How can we take care of our bodies?</p> <p>H4, H6, H9, H10, H11, H12</p>	<p><b>Value for Money and Ethical Spending</b></p> <p>What choices do we have when spending money?</p> <p>What is the impact of our spending choices?</p> <p>L18, L19, L20</p>	<p><b>Future Focus</b></p> <p>What kind of opportunities are available as we grow up?</p> <p>How can we make the most of these opportunities?</p> <p>L25, L26, L28, L30</p>	<p><b>Just the Way You Are</b></p> <p>Is there an ideal kind of body?</p> <p>What information can affect how we think and feel about ourselves and our bodies?</p> <p>H25, H27, H28, L9, L11, L16</p>
<p><b>Harmful Substances</b></p> <p>What are drugs, alcohol and tobacco and what are the effects of using them?</p> <p>What are the risks of taking harmful substances?</p> <p>How can we make good choices about dangerous substances?</p> <p>H46, H47, H48, H49, H50, R28</p>	<p><b>Budgeting</b></p> <p>Why is it helpful to budget?</p> <p>How do you know what spending budget is available?</p> <p>L20, L21</p>	<p><b>Equal Opportunities</b></p> <p>Can some jobs only be done by certain kinds of people?</p> <p>Are some jobs for men and some for women?</p> <p>L26, L27, L29</p>	<p><b>Relationships</b></p> <p>What is a loving relationship?</p> <p>What kinds of loving relationships are there?</p> <p>R1, R2, R3, R4, R5, R7</p>
<p><b>How We Think and Feel About Our Bodies</b></p> <p>What messages do we get from the media about our bodies?</p> <p>How can we think positively about ourselves?</p> <p>H3, H26, H27, L9, L16</p>	<p><b>Money and Emotional Wellbeing</b></p> <p>What priorities might people have when deciding how to spend money?</p> <p>How can money affect our emotional wellbeing?</p> <p>L20, L23, L24</p>	<p><b>The World of Work</b></p> <p>What skills might we need in the world of work?</p> <p>What are the different routes into careers?</p> <p>L25, L31, L32</p>	<p><b>Human Reproduction</b></p> <p>How is a baby conceived?</p> <p>What is contraception?</p> <p>How does a baby grow?</p> <p>How is a baby born?</p> <p>H33</p> <p><b>PARENTS HAVE THE RIGHT TO WITHDRAW FROM THIS LESSON AS IT IS CLASSED AS HUMAN REPRODUCTION</b></p>
<p><b>Healthy Choices</b></p> <p>What choices do we have about keeping our bodies and minds healthy?</p> <p>What influences our choices about our bodies and our physical and mental health?</p> <p>How can we decide if these are positive or negative influences?</p> <p>H1, H3, H5, H6, H14</p>	<p><b>Money in the Wider World</b></p> <p>What is the impact of spending choices?</p> <p>How can this affect the environment?</p> <p>L19</p>	<p><b>Onwards and Upwards</b></p> <p>What would we like to achieve in the next year? Five years? Ten years?</p> <p>What steps can we take to help us achieve our goals?</p> <p>H28, L25</p>	

## Appendix 6

### Parent Form: Withdrawal from Sex Education with RSE

<b>TO BE COMPLETED BY PARENTS</b>	
<b>Name of Child</b>	<b>Class</b>
<b>Name of Parent</b>	<b>Date</b>
<b>Reason for withdrawing from sex education within RSHE</b>	
<b>Any other information you would like the school to consider</b>	
<b>Parent Signature</b>	
<b>TO BE COMPLETED BY THE SCHOOL</b>	
<b>Agreed actions from discussion with parents</b>	