

Relationships, Sex, and Health Education (RSHE) Policy

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

Document History

Version	Version Date	Author	Summary of Changes
V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.1	April-July 2019	Liz Braithwaite	Consultation with Trust Board, Parents and Pupils
V1.0	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board and approved
V2.0	June 2023	Zack Minton	Review and restructure of policy. To be further updated in line with KCSIE23 and then put forward to trustees so it can be ratified.
V3.0	August 2025	Zack Minton – Trust head of Safeguarding	Review of structure and refined content to accommodate all phases within the trust and to be in line with KCSIE25 and RSHE Guidance
V4.0	September 2025	Rebecca Mukiza Deputy Head of BCPS	Review of BCPS' monitoring and curriculum expectations. (page 14 -)

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1. Aims

The aims of Relationships and Sex Education (RSE) in Discovery Trust are to:

- Provide a safe and respectful framework in which open, age-appropriate, and sensitive discussions can take place
- Prepare pupils for the physical and emotional changes of puberty, and give them a clear understanding of sexual development, health, and hygiene
- Support pupils to develop self-respect, confidence, resilience, and empathy in their relationships with others
- Foster a positive and inclusive culture around relationships, sexuality, and identity, ensuring that all pupils feel a sense of belonging
- Teach pupils accurate and developmentally appropriate vocabulary to describe themselves, their bodies, and their emotions
- Equip pupils with the knowledge and skills to recognise and manage healthy, safe, and respectful relationships, both online and offline
- Ensure that RSE reflects the statutory requirements of the DfE and is aligned with our safeguarding framework of Protect, React, Learn
- Equip pupils with the knowledge and confidence to recognise, challenge, and report inappropriate behaviours of a sexual nature and sexual harassment, supporting prevention of harmful sexual behaviour and child-on-child abuse.

Fairness, Impartiality, and Bias Prevention

Discovery Trust are committed to delivering RSHE in a fair, impartial, and objective way. We actively work to disrupt unconscious and confirmation bias in our teaching and decision-making. Pupils are taught in a

manner that supports and empowers them without fostering “victim think”, while ensuring that respect, dignity, and proportionate treatment are at the heart of our approach. This policy also reflects the Trust’s values of Belonging, Ambition, and Equity, ensuring that RSE promotes inclusivity, aspiration, and fairness for all pupils.

2. Statutory requirements

Discovery Trust is a multi-academy trust comprising primary, secondary, and special schools, including post-16 provision. Our statutory responsibilities are therefore as follows:

- In our primary academies, we must provide Relationships Education to all pupils, as set out in section 34 of the *Children and Social Work Act 2017*.
- In our secondary academies and secondary-age provision within our special schools, we must provide Relationships and Sex Education (RSE) to all pupils under the same Act.
- While academies are not required to follow the National Curriculum in full, we are expected to deliver a curriculum that is broad, balanced, and comparable. This includes teaching science in line with statutory requirements, which incorporates elements of sex education at both primary and secondary level.

In teaching RSE, Discovery Trust is required by its funding agreements to have regard to the statutory guidance issued by the Secretary of State, as set out in section 403 of the *Education Act 1996*.

We also have regard to wider legal duties, including:

- Sections 406 and 407 of the Education Act 1996, requiring political impartiality and balanced presentation of opposing views
- Part 6, Chapter 1 of the Equality Act 2010, prohibiting discrimination and promoting equality
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which requires public bodies to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation, and any other prohibited conduct
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - Foster good relations between different groups

At Discovery Trust, we deliver RSE as set out in this policy, ensuring that statutory requirements are met in every setting. RSE is also embedded within our safeguarding framework of Protect, React, Learn, and reflects our Trust values of Belonging, Ambition, and Equity.

3. Policy development

This policy has been developed in full consultation with pupils, parents/carers, colleagues, and trustees. In Discovery Trust, each school has a designated lead with responsibility for RSE, who ensures that consultation is meaningful and consistent across our schools.

The consultation and policy development process involved the following steps:

1. **Review** – Each school’s RSE lead, supported by the central education team, reviewed national statutory guidance (Children and Social Work Act 2017; DfE Statutory Guidance 2019), local authority guidance, and the Trust’s safeguarding strategy.

2. **Staff consultation** – Colleagues across the Trust were given the opportunity to review and comment on the draft policy to ensure it reflects practice, safeguarding priorities, and curriculum intent.
3. **Parent and carer consultation** – Parents/carers were consulted through information meetings, workshops, or surveys at school level. Their views were considered carefully to ensure the policy reflects the needs of our communities.
4. **Pupil consultation** – Pupil voice activities were carried out in each school to understand what pupils want and need from their RSE, ensuring that the curriculum is engaging, relevant, and age-appropriate.
5. **Ratification** – Following consultation, the final draft of the policy was reviewed at local school level, before being ratified by the Discovery Trust Board of Trustees to ensure compliance, consistency, and alignment with the Trust's safeguarding framework.

This consultation process ensures that RSE across the Trust is collaborative, transparent, and responsive. It also reflects our values of Belonging, Ambition, and Equity, ensuring that every pupil, parent, and colleague has a voice in shaping how RSE is taught in our schools.

4. Definition

At Discovery Trust, Relationships and Sex Education (RSE) is understood as a core part of safeguarding and personal development. It is about the emotional, social, physical, and cultural development of pupils, and supports them to form safe, healthy, and respectful relationships throughout their lives.

RSE includes:

- Learning about relationships, families, friendships, and respect for others
- Understanding physical and emotional changes as pupils grow, including puberty
- Developing awareness of sexual health, consent, and healthy lifestyles
- Exploring issues of identity, diversity, equality, and respect for difference
- Recognising and managing risks online and offline, including unhealthy or exploitative relationships
- Recognising and understanding inappropriate behaviours of a sexual nature, including harassment, harmful sexual behaviour, and child-on-child abuse, and knowing how to seek help and support.

RSE is delivered through a combination of knowledge-sharing, discussion, exploration of values, and skills development.

RSE is not about the promotion of sexual activity. It is about giving pupils the information, vocabulary, and strategies they need to protect themselves, respect others, and make informed choices in line with our safeguarding framework of Protect, React, Learn.

In Discovery Trust:

- In **primary academies**, we deliver statutory Relationships Education and the science curriculum requirements for health and sex education. We may choose to provide additional age-appropriate sex education where this supports safeguarding and pupil development.
- In **secondary and special schools**, we deliver statutory Relationships and Sex Education, ensuring that content is tailored to the needs of all pupils, including those with SEND or additional vulnerabilities.
- In **post-16 provision**, we continue to reinforce knowledge, skills, and awareness so pupils are prepared for adulthood and independence.

- This definition reflects our Trust values of Belonging, Ambition, and Equity, ensuring that every pupil feels included, supported to achieve their aspirations, and treated fairly.

Curriculum

Our RSE curriculum is set out in Appendix 1. While the curriculum provides a clear Trust-wide framework, each school may adapt delivery to reflect the age, developmental stage, needs, and context of its pupils. The curriculum has been developed in consultation with parents/carers, pupils, and colleagues, and is underpinned by statutory guidance (DfE 2019). It is inclusive, accessible, and designed to support all pupils, including those with SEND, to fully participate and benefit.

If pupils ask questions outside the scope of this policy or curriculum, teachers will respond with sensitivity, accuracy, and age-appropriate information. This ensures that pupils feel informed and supported and are less likely to seek potentially harmful or misleading information online.

Parents and carers are entitled to view curriculum resources and teaching materials on request. Schools will share these in an open and transparent manner to support parental partnership.

Primary Curriculum

In our primary academies, we provide statutory Relationships Education and deliver the science curriculum requirements on human development. While sex education at primary level is not compulsory, Discovery Trust recognises the safeguarding benefits of preparing pupils for later learning. Therefore, we include age-appropriate sex education which focuses on:

- Preparing pupils for the changes that adolescence brings
- Understanding the basic process of conception and birth

Secondary Curriculum

In our secondary academies and secondary-age provision within special schools, we deliver the full statutory Relationships and Sex Education (RSE) curriculum. This includes teaching about:

- Healthy and respectful relationships (including friendships, families, and intimate relationships)
- Sexual health and consent
- The law relating to sexual behaviour and online safety
- Equality, diversity, and respect for difference
- Strategies to manage peer influence, pressure, and harmful relationships (including child-on-child abuse and exploitation)

Post-16 Curriculum

In our post-16 provision, we continue to reinforce RSE themes to prepare pupils for independence and adulthood. This includes relationships, consent, sexual health, and managing risks in adult life.

For more information about our curriculum, see the curriculum map in Appendix 1.

Linked Policies

This RSHE Policy should be read in conjunction with the [Discovery Trust Safeguarding and Child Protection Policy](#) and the [Harmful Sexual Behaviour \(HSB\) Policy](#), which provide detailed operational guidance on

preventing and responding to sexual harassment, inappropriate behaviours of a sexual nature, and child-on-child abuse.

6. Delivery of RSE

RSE at Discovery Trust is delivered as part of a broad, balanced, and safeguarding-led curriculum, which includes PSHE, science, and, where appropriate, religious education (RE). Our approach ensures that pupils receive accurate, age-appropriate, and inclusive teaching that equips them to build healthy, safe, and respectful relationships.

Primary Provision

Across our primary academies, Relationships Education focuses on the fundamental building blocks of positive relationships, including:

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

In addition, where appropriate, our primary schools provide age-appropriate sex education beyond the science curriculum, covering:

- Preparing pupils for the changes of puberty
- How a baby is conceived and born

Secondary Provision

Across our secondary academies and secondary-age provision within our special schools, RSE builds on this foundation and equips pupils with the knowledge and skills to manage more complex relationships. Topics include:

- Families
- Respectful relationships, including friendships
- Online and media influences
- Being safe, including consent and the law
- Intimate and sexual relationships, including sexual health

Post-16 Provision

In our post-16 provision, RSE continues to prepare pupils for independence and adulthood. This includes reinforcing knowledge of healthy relationships, consent, sexual health, and managing risks in adult life.

Teaching the Law

Teachers across all phases explicitly teach the law in an age-appropriate and safeguarding-led way. This includes:

- Consent and the age of consent
- Marriage, civil partnerships, forced marriage, and the illegality of marriage under 18
- Domestic abuse, coercive control, stalking, harassment, rape, and sexual offences
- Harmful sexual behaviour, sexual harassment, image-based abuse, deepfakes, and sextortion
- Female Genital Mutilation (FGM), virginity testing, and hymenoplasty (all illegal)
- Protected characteristics under the *Equality Act 2010*
- Online safety and the law relating to the sharing of sexual images, pornography, and online abuse
- Substance misuse, gambling, knife crime, extremism, and radicalisation

This ensures pupils understand both their rights and responsibilities under the law, are equipped to recognise, challenge, and seek help in response to illegal or harmful behaviours, including sexual harassment and inappropriate sexual behaviours.

Whole Trust Context

All RSE is taught within the context of family life, recognising and celebrating the diversity of families across our Trust. We ensure that no pupil is stigmatised based on their home circumstances. Our teaching reflects the reality that families may include single-parent families, LGBT parents, families headed by grandparents, adoptive or foster families, and many other structures.

We are also mindful of the law, ensuring that teaching does not condone or encourage illegal or harmful activity, including hate crime, extremism, terrorism, substance misuse, or violence.

6.1 Inclusivity

Discovery Trust is committed to delivering RSE in a way that is inclusive, sensitive, and accessible for all pupils, including those with SEND or additional vulnerabilities.

Our academies will:

- Ensure that RSE content is relatable to the diverse backgrounds and experiences of all pupils
- Create safe, supportive learning environments where pupils feel able to ask questions and engage with key messages without fear of judgement
- Provide teaching in a range of formats, depending on need, such as:
 - Whole-class lessons
 - Small-group or targeted sessions
 - One-to-one discussions
 - Digital, visual, or scaffolded resources
- Carefully differentiate content to ensure accessibility and understanding for all pupils

Teaching about Sex, Relationships, and Identity

In line with statutory guidance, safeguarding expectations, and the Equality Act 2010:

- **Same-sex relationships and families** are taught alongside all other family structures, ensuring that no family type is stigmatised

- **Facts about biological sex and gender reassignment** are taught in line with the law, including protection from discrimination under the Equality Act 2010
- **Contested views about gender identity** are not presented as fact. Pupils are taught respectfully about differences of opinion while upholding dignity, equality, safeguarding, and the importance of respectful dialogue

This reflects our Trust values of Belonging, Ambition, and Equity, ensuring that every pupil can engage fully and meaningfully in RSE and is equipped to respect others while also understanding their rights under the law.

6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Fully integrated into the Trust's curriculum map (Appendices 1 and 2)

6.3 Health Education

In line with statutory requirements, Discovery Trust schools deliver Health Education to all pupils in primary, secondary, and special provision. This includes:

- **Mental wellbeing** – understanding emotions, resilience, and positive coping strategies; reducing stigma; recognising when and how to seek help.
- **Physical health and fitness** – benefits of active lifestyles; risks of inactivity; sleep; balanced diet; oral health; personal hygiene.
- **Healthy eating** – knowledge of nutrition, healthy relationships with food, and the risks of poor diet.
- **Drugs, alcohol, tobacco, and vaping** – facts and risks, including nicotine addiction, illicit substances, and the impact on mental and physical health.
- **Health protection** – vaccinations, sun safety, dental care, infection prevention, first aid, and understanding of the healthcare system.
- **Online wellbeing** – safe use of technology, risks of social media, gaming, gambling-like behaviours, and emerging harms such as AI chatbots and deepfakes.
- **Developing bodies** – puberty, menstruation, reproductive health, fertility, menopause, and body changes through adolescence.

Our schools will teach this content sensitively, age-appropriately, and inclusively, ensuring pupils with SEND are fully supported to access the curriculum.

7. Use of external organisations and materials

Across Discovery Trust, external organisations and materials can provide valuable enrichment to our RSE curriculum. However, the Trust retains full responsibility for what is taught and shared with pupils. We will therefore ensure that all external input:

- Is appropriate, accurate, and age-appropriate
- Supports the intent and outcomes of our RSE curriculum
- Upholds the Trust's safeguarding framework of Protect, React, Learn
- Aligns with our values of Belonging, Ambition, and Equity
- Complies with our legal duties around political impartiality

We will not allow any external organisation, resource, or speaker to undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

Safeguarding and Quality Assurance

Before engaging with an external organisation, our academies will:

- Carry out appropriate checks to ensure the organisation, its approach, and its resources are suitable
- Confirm that all resources and approaches are:
 - Age-appropriate and matched to pupils' developmental stage
 - Compliant with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only engage with agencies where there is full confidence in their quality, approach, and materials
- Review any case studies or examples in advance, seeking feedback from other schools where relevant
- Be clear about:
 - What will be delivered
 - The position of the agency on the issues to be discussed
 - The intended outcomes of the session

All external visitors must be named and pre-approved, and schools will follow usual safeguarding and safer recruitment procedures. Teachers must always be present during external sessions and retain the right to intervene, stop, or refuse content that is not appropriate.

Due Diligence

Schools will also:

- Request to see all resources and materials in advance
- Conduct an online search to identify any concerns about the agency
- Check the agency's policies on photography, recording, and data handling
- Share external materials with parents and carers on request, in the interests of transparency

Prohibited Practice

Under no circumstances will our academies:

- Work with external agencies that promote or condone extremist, illegal, or discriminatory views
- Use materials produced by organisations that promote such views, even if the materials appear neutral

8. Roles and responsibilities

8.1 The board of trustees

The Board of Trustees is responsible for:

- Approving the Trust-wide RSE policy
- Holding the Trust Head of Safeguarding and central team to account for ensuring consistency and compliance across all schools
- Receiving assurance that RSE is implemented effectively in every academy in line with statutory requirements and safeguarding duties

8.2 The Trust Head of Safeguarding

The Trust Head of Safeguarding is responsible for:

- Reporting to the Board of Trustees on the implementation, effectiveness, and any challenges in RSE across the Trust
- Providing strategic oversight to ensure RSE is aligned with safeguarding, statutory guidance, and the Trust's values of Belonging, Ambition, and Equity
- Offering guidance, training, and supervision to Named RSE Leads in schools, ensuring that practice is consistent, Ofsted-ready, and firmly linked to the Trust's safeguarding framework of Protect, React, Learn
- Monitoring implementation across schools through self-assessments, policy reviews, and curriculum audits, ensuring continuous improvement and shared learning

8.3 Advisory Boards

Each school's **Advisory Board** is responsible for:

- Supporting and monitoring the effective implementation of RSE at school level
- Ensuring that school leaders are engaging meaningfully with parents, carers, pupils, and colleagues regarding RSE
- Reporting concerns or issues relating to RSE implementation to the Trust Head of Safeguarding and/or the Board of Trustees

8.4 The headteacher

Headteachers are responsible for:

- Ensuring that RSE is taught consistently and effectively in their school, in line with this Trust policy
- Appointing a Named RSE Lead at their school who has responsibility for curriculum development, colleague training, and consultation with parents/carers
- Making sure that parents and carers can access information and resources relating to the RSE curriculum
- Managing requests to withdraw pupils from non-statutory (non-science) components of RSE (see Section 9)

8.5 Colleagues

All colleagues involved in teaching are responsible for:

- Delivering RSE in a sensitive, accurate, and inclusive way
- Modelling positive attitudes and behaviours in line with the Trust's values of Belonging, Ambition, and Equity
- Monitoring pupil progress and understanding within RSE

- Responding appropriately to the needs of individual pupils, including those with SEND or additional vulnerabilities
- Respecting the rights of parents/carers who request withdrawal from non-statutory (non-science) aspects of RSE, in line with legal requirements
- Colleagues do not have the right to opt out of teaching RSE. Any colleague who has concerns about delivering RSE is encouraged to discuss these with their headteacher or the school's RSE Lead.

8.6 Pupils

Pupils are expected to:

- Engage fully in RSE lessons and activities
- Approach discussions on RSE with respect, maturity, and sensitivity to others
- Uphold the Trust values of Belonging, Ambition, and Equity in their learning and interactions

9. Parents' right to withdraw

Across Discovery Trust, parents/carers do not have the right to withdraw their children from:

- **Relationships Education** in primary schools
- **Relationships and Sex Education (RSE)** in secondary schools (except for the non-statutory/non-science components)
- **Health Education**, which is statutory across all phases

Parents/carers do have the right to request withdrawal from the non-statutory (non-science) elements of sex education:

- **Primary Academies** – Parents/carers may request withdrawal from any sex education content delivered in addition to the science curriculum (e.g. conception and birth).
- **Secondary Academies and Secondary-age provision within Special Schools** – Parents/carers may request withdrawal from the non-statutory aspects of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education, the school will make arrangements for them to do so.

Process for Withdrawal

- Requests for withdrawal must be made in writing, using the form in Appendix 3, and addressed to the headteacher of the relevant school.
- A copy of each request will be placed on the pupil's educational record.
- The headteacher will meet with the parent/carer to discuss the request, ensuring that they:
- Understand which elements of the curriculum are statutory and cannot be withdrawn from
- Are fully aware of the educational and safeguarding implications of withdrawal
- Have the opportunity to explore alternative ways the school can support their child's learning
- The headteacher will notify the Trust Head of Safeguarding of all withdrawal requests and provide an annual summary to the Board of Trustees.
- Alternative, age-appropriate work will be provided for any pupil who is withdrawn from non-statutory elements of sex education.

10. Training

All colleagues delivering RSE receive appropriate training to ensure that provision is accurate, inclusive, and safeguarding-led.

- **Induction** – RSE training is included in the induction programme for all new colleagues so that expectations, statutory requirements, and safeguarding procedures are clear from the outset.
- **School CPD** – Each school incorporates RSE into its own continuing professional development (CPD) calendar. This ensures that colleagues have regular opportunities to build confidence, refresh knowledge, and share effective practice in delivering sensitive content.
- **School-level leadership** – Each school has a Named RSE Lead, supported by the headteacher, who is responsible for ensuring colleagues receive timely training and guidance.
- **Specialist input** – Where appropriate, headteachers (or the RSE Lead) may invite external professionals, such as school nurses, health advisors, or sexual health practitioners, to contribute to training. All external support is subject to the Trust's safeguarding and quality assurance procedures.

Core Training Content

All colleagues delivering RSE will be trained in:

- **Safeguarding procedures** for handling disclosures during RSE lessons
- **Mandatory reporting duties**, including Female Genital Mutilation (FGM) and the forthcoming duty to report known child sexual abuse
- **Managing sensitive discussions**, including the use of distancing techniques, safe classroom practice, and avoiding harmful stereotypes
- **Adapting delivery** to meet the needs of pupils with SEND or vulnerabilities
- **Signposting** pupils to appropriate internal and external support, including Designated Safeguarding Leads, health services, the police, and Childline

The **Trust Head of Safeguarding** provides oversight, guidance, and monitoring of RSE training across all schools, ensuring consistency, safeguarding alignment, and statutory compliance.

This approach reflects the Trust's values of Belonging, Ambition, and Equity, ensuring that every colleague feels confident in delivery and every pupil receives high-quality, safe, and inclusive RSE.

11. Monitoring arrangements

The delivery of RSE is monitored within each school by the headteacher (or the Named RSE Lead, where delegated). Monitoring may include:

- Curriculum planning scrutiny
- Learning walks and lesson observations
- Pupil voice activities
- Work sampling
- Feedback from colleagues, parents/carers, and Advisory Boards

Pupils' development in RSE is monitored by class teachers and RSE Leads as part of the school's internal assessment and personal development systems.

Each school will:

- Publish this RSE policy on its website, in line with statutory guidance
- Share representative samples of RSE and Health Education materials proactively with parents and carers
- Provide all materials to parents on request, ensuring that no contractual restrictions prevent transparency

This Trust policy will be reviewed annually by the Trust Head of Safeguarding and approved by the Board of Trustees.

Each school must also add details of its **own local monitoring arrangements** in this section to show how RSE is quality assured in practice.

At Braunstone Community Primary School, the PSHE Lead plays a key role in ensuring the quality and consistency of the Relationships and Sex Education (RSE) programme. Monitoring is carried out through a combination of lesson walkthrus, review of planning, and evaluation of recorded outcomes on OneNote. These activities help to ensure that RSE is being delivered effectively and in line with the school's values and statutory guidance.

The PSHE Lead supports staff by providing lesson plans, activities, and guidance tailored to the 'Curriculum for RSE'. They also gather assessments from across year groups to evaluate pupil understanding and progress. Regular liaison with PSHE advisors ensures that the curriculum remains current and responsive to pupil needs. INSET sessions are planned to meet staff development needs, and the PSHE Lead coordinates with external visitors who contribute to the RSE programme.

Findings from monitoring activities are reported to the Head Teacher, and any areas for improvement are addressed through collaborative planning and support. This approach ensures that RSE at BCPS is inclusive, age-appropriate, and reflective of our commitment to pupil wellbeing and development

EYFS and PSHE

Development Matters and ELG 's link directly to PSHE/RSE:

3 to 4 Year Olds – Development Matters F1	EYFS – Early Learning Goal F2
Happy to be away from parent/carers (BR)	Understand the reason for rules and know right from wrong (MS)
Follow a simple instruction	Express their feelings and consider feelings of others (SR)
Explore new activities or environments (MS)	Build constructive and respectful relationships (BR)
Know when to wash hands (MS)	Go to the toilet on own, wipe self properly and flush (MS)
Have a bedtime routine so not tired during the day (MS)	Put on own socks and shoes (MS)
Wipe own nose (MS)	Button and unbutton clothing and use a zip (MS)
Wash and dry hands without any help (MS)	Use a knife and fork (MS)
Enjoy playing games with others (BR)	See themselves as a valuable individual (SR)
Happy to tidy away belongings and look after their own things (SR)	Protective Behaviours Scheme
Able to sit and listen for a short while (SR)	Show resilience and perseverance in the face of a challenge (MS)
	Identify and moderate their own feelings socially and emotionally (SR)
	Grow in independence and know how to look after their body (MS)
Key: • MS – Managing Self • BR – Building relationships • SR – Self-Regulation	

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

YEAR 1 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	- about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers - the role these different people play in children’s lives and how they care for them - what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. - about the importance of telling someone — and how to tel them — if they are worried about something in their family	PSHE Association - Families Medway Public Health Directorate - Changing and growing up NSPCC – Talk PANTS
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	- about situations when someone’s body or feelings might be hurt and whom to go to for help - about what it means to keep something private, including parts of the body that are private - to identify different types of touch & how they make people feel (e.g. hugs, tickling, kisses & punches) - how to respond if being touched makes them feel uncomfortable or unsafe - when it is important to ask for permission to touch others - how to ask for and give/not give permission	PSHE Association - Consent lesson packs NSPCC – Talk PANTS
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	- what kind and unkind behaviour mean in and out school - how kind and unkind behaviour can make people feel - about what respect means - about class rules, being polite to others, sharing and taking turns	Curiosity Library (£) PSHE Association – Friendship and bullying PSHE Association – Ground rules, rule
Spring — Living in the wider world	Belonging to a community What rules are; caring for others’ needs; looking after the environment PoS Refs: L1, L2, L3	- about examples of rules in different situations, e.g. class rules, rules at home, rules outside - that different people have different needs - how we care for people, animals and other living things in different ways - how they can look after the environment, e.g. recycling	Environment Agency – Caring for the Environment and Careers PSHE Association – Ground rules, rule
	Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	- how and why people use the internet - the benefits of using the internet and digital devices - how people find things out and communicate safely with others online	BBFC - ‘Watch Out! Helping to make good viewing choices’
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	- that everyone has different strengths, in and out of school - about how different strengths and interests are needed to do different jobs - about people whose job it is to help us in the community - about different jobs and the work people do	BBFC - ‘Watch Out! Helping to make good viewing choices’ The CEC – Career Explorers
Summer — Health and wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	- what it means to be healthy and why it is important - ways to take care of themselves on a daily basis - about basic hygiene routines, e.g. hand washing - about healthy and unhealthy foods, including sugar intake - about physical activity and how it keeps people healthy - about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors - how to keep safe in the sun	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Dental Health PSHE Association - Keeping safe: sun safety Curiosity Library (£) PSHE Association – Learning and playing together
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	- to recognise what makes them special and unique including their likes, dislikes and what they are good at - how to manage and whom to tell when finding things difficult, or when things go wrong - how they are the same and different to others - about different kinds of feelings - how to recognise feelings in themselves and others - how feelings can affect how people behave	PSHE Association – Mental health and wellbeing Medway Public Health Directorate - Changing and growing up PSHE Association - Personal identity Curiosity Library (£)
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	- how rules can help to keep us safe - why some things have age restrictions, e.g. TV and film, games, toys or play areas - basic rules for keeping safe online - whom to tell if they see something online that makes them feel unhappy, worried, or scared	Thinkuknow: Jessie and Friends BBFC - ‘Watch Out! Helping to make good viewing choices’ PSHE Association – Ground rules, rule

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	- how to be a good friend, e.g. kindness, listening, honesty - about different ways that people meet and make friends - strategies for positive play with friends, e.g. joining in, including others, etc. - about what causes arguments between friends - how to positively resolve arguments between friends - how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	PSHE Association – Friendship and bullying PSHE Association – Learning and playing together
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	- how to recognise hurtful behaviour, including online - what to do and whom to tell if they see or experience hurtful behaviour, including online - about what bullying is and different types of bullying - how someone may feel if they are being bullied - about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help - how to resist pressure to do something that feels uncomfortable or unsafe - how to ask for help if they feel unsafe or worried and what vocabulary to use	Thinkuknow Jessie and Frijessieends NSPCC – Talk PANTS PSHE Association – Friendship and bullying
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	- about the things they have in common with their friends, classmates, and other people - how friends can have both similarities and differences - how to play and work cooperatively in different groups and situations - how to share their ideas and listen to others, take part in discussions, and give reasons for their views	PSHE Association – Belonging and community: addressing discrimination and extremism Curiosity Library (£) PSHE Association – Friendship and bullying PSHE Association – Learning and playing together
Spring — Living in the World	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	- about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups - about different rights and responsibilities that they have in school and the wider community - about how a community can help people from different groups to feel included - to recognise that they are all equal, and ways in which they are the same and different to others in their community	PSHE Association – Belonging and community: addressing discrimination and extremism Curiosity Library (£)
	Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L9	- the ways in which people can access the internet e.g. phones, tablets, computers - to recognise the purpose and value of the internet in everyday life - to recognise that some content on the internet is factual & some is for entertainment e.g. news - that information online might not always be true	BBFC - 'Watch Out! Helping to make good viewing choices'
	Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	- about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments - how money can be kept and looked after - about getting, keeping and spending money - that people are paid money for the job they do - how to recognise the difference between needs and wants - how people make choices about spending money, including thinking about needs and wants	
Summer — Health and wellbeing	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	- about routines and habits for maintaining good physical and mental health - why sleep and rest are important for growing and keeping healthy - that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies - the importance of, and routines for, brushing teeth and visiting the dentist - about food and drink that affect dental health - how to describe and share a range of feelings - ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others - how to manage big feelings including those associated with change, loss and bereavement - when and how to ask for help, and how to help others, with their feelings	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - The Sleep Factor PSHE Association – Mental health and wellbeing PSHE Association - Dental Health PSHE Association – Drug and Alcohol Education (Year 1-2) Winston’s Wish – Loss and bereavement Curiosity Library (£)
	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	- about the human life cycle and how people grow from young to old - how our needs and bodies change as we grow up - to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) - about change as people grow up, including new opportunities and responsibilities - preparing to move to a new class and setting goals for next year	Medway Public Health Directorate - Changing and growing up Curiosity Library (£) NSPCC – Talk PANTS

	Keeping safe Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	PSHE Association – Drug and Alcohol Education (Year 1-2) PSHE Association - Keeping safe at home PSHE Association - Keeping safe: sun safety PSHE Association - Road and rail safety
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YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	- to recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents - that being part of a family provides support, stability and love - about the positive aspects of being part of a family, such as spending time together and caring for each other - about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty - to identify if/when something in a family might make someone upset or worried - what to do and whom to tell if family relationships are making them feel unhappy or unsafe	PSHE Association - Families Coram Life Education – The Adoptables’ Schools Toolkit Curiosity Library (£) NSPCC – Talk PANTS The Rez
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	- What is appropriate to share with friends, classmates, family and wider social groups including online - what privacy and personal boundaries are, including online - basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision - that bullying and hurtful behaviour is unacceptable in any situation - about the effects and consequences of bullying for the people involved - about bullying online, and the similarities and differences to face-to-face bullying - what to do and whom to tell if they see or experience bullying or hurtful behaviour	PSHE Association - Consent lesson packs Our Class - Caring Friendships PSHE Association - pick your pics PSHE Association – Friendship and bullying
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	- to recognise respectful behaviours e.g. helping or including others, being responsible - how to model respectful behaviour in different situations e.g. at home, at school, online - the importance of self-respect and their right to be treated respectfully by others - what it means to treat others, and be treated, politely - the ways in which people show respect and courtesy in different cultures and in wider society	Curiosity Library (£) PSHE Association – Friendship and bullying
Spring — Living in the wider world	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	- the reasons for rules and laws in wider society - the importance of abiding by the law and what might happen if rules and laws are broken - what human rights are and how they protect people - to identify basic examples of human rights including the rights of children - about how they have rights and also responsibilities - that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	Environment Agency – Caring for the Environment and Careers Curiosity Library (£)
	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	- how the internet can be used positively for leisure, for school and for work - to recognise that images and information online can be altered or adapted and the reasons for why this happens - strategies to recognise whether something they see online is true or accurate - to evaluate whether a game is suitable to play or a website is appropriate for their age group to make safe, reliable choices from search results - how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	National Cyber Security Centre - CyberSprinters Curiosity Library (£)
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	- about jobs that people may have from different sectors e.g. teachers, businesspeople, charity work - that people can have more than one job at once or over their lifetime - about common misconceptions and gender stereotypes related to work - to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM - about some of the skills needed to do a job, such as teamwork and decision-making - to recognise their interests, skills and achievements and how these might link to future jobs - how to set goals that they would like to achieve this year e.g. learn a new hobby	LOUD! Network - Job skills, influences and goals Environment Agency – Flood alert Environment Agency – Caring for the Environment and Careers The CEC – Career Explorers
Summer — Health and wellbeing	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	- about the choices that people make in daily life that could affect their health - to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) - what can help people to make healthy choices and what might negatively influence them - about habits and that sometimes they can be maintained, changed or stopped	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association – Mental health and wellbeing
	Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	- that everyone is an individual and has unique and valuable contributions to make - to recognise how strengths and interests form part of a person’s identity - how to identify their own personal strengths and interests and what they’re proud of (in school, out of school) - to recognise common challenges to self-worth e.g. finding schoolwork difficult, friendship issues - basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	PSHE Association - Personal identity The CEC – Career Explorers

	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, • including road, rail, water and firework safety	PSHE Association and GambleAware KS2 Lesson 1 Exploring risk PSHE Association – Drug and Alcohol Education (Year 3-4) Environment Agency – Canal and river safety / Flood alert PSHE Association - Keeping safe at home PSHE Association - Firework safety PSHE Association - Road and rail safety
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YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	- about the features of positive healthy friendships such as mutual respect, trust and sharing interests - strategies to build positive friendships - how to seek support with relationships if they feel lonely or excluded - how to communicate respectfully with friends when using digital devices - how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know - what to do or whom to tell if they are worried about any contact online	Our Class - Caring Friendships Curiosity Library (£) PSHE Association – Friendship and bullying The Rez
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	- to differentiate between playful teasing, hurtful behaviour and bullying, including online - how to respond if they witness or experience hurtful behaviour or bullying, including online - recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable - how to manage pressures associated with dares - when it is right to keep or break confidence or share a secret - how to recognise risks online such as harmful content or contact - how people behave differently online including pretending to be someone they are not - how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	Our Class - Caring Friendships National Cyber Security Centre -CyberSprinters PSHE Association - pick your pics Curiosity Library (£) NSPCC – Talk PANTS PSHE Association – Friendship and bullying
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	- to recognise differences between people such as gender, race, faith - to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations - about the importance of respecting the differences and similarities between people - a vocabulary to sensitively discuss difference and include everyone	PSHE Association – Friendship and bullying
Spring — Living in the wider world	Belonging to a community What makes a community, shared responsibilities PoS Refs: L4, L6, L7	- the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community - about the different groups that make up and contribute to a community - about the individuals and groups that help the local community, including through volunteering and work - how to show compassion towards others in need and the shared responsibilities of caring for them	PSHE association Belonging and community: addressing discrimination and extremism RSPCA - Compassionate class KS2
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	- that everything shared online has a digital footprint - that organisations can use personal information to encourage people to buy things - to recognise what online adverts look like - to compare content shared for factual purposes and for advertising - why people might choose to buy or not buy something online e.g. from seeing an advert - that search results are ordered based on the popularity of the website and that this can affect what information people access	National Cyber Security Centre - CyberSprinters Curiosity Library (£)
	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	- how people make different spending decisions based on their budget, values and needs - how to keep track of money and why it is important to know how much is being spent - about different ways to pay for things such as cash, cards, e-payment and the reasons for using them - that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	PSHE Association - Money and wellbeing
Summer — Health and wellbeing	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	- to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally - what good physical health means and how to recognise early signs of physical illness - that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary - how to maintain oral hygiene and dental health, including how to brush and floss correctly - the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Dental Health
	Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	- how to identify external genitalia and reproductive organs - about the physical and emotional changes during puberty - key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams - strategies to manage the changes during puberty including menstruation - the importance of personal hygiene routines during puberty including washing regularly and using deodorant - how to discuss the challenges of puberty with a trusted adult - how to get information, help and advice about puberty	Medway Public Health Directorate - Changing and growing up
	Keeping safe Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	- the importance of taking medicines correctly and using household products safely - to recognise what is meant by a 'drug' - that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing - to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects - to identify some of the risks associated with drugs common to everyday life - that for some people using drugs can become a habit which is difficult to break - how to ask for help or advice	PSHE Association – Drug and Alcohol Education (Year 3-4) PSHE Association - Keeping safe at home

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	- what makes a healthy friendship and how they make people feel included - strategies to help someone feel included - about peer influence and how it can make people feel or behave - the impact of the need for peer approval in different situations, including online - strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication - that it is common for friendships to experience challenges - strategies to positively resolve disputes and reconcile differences in friendships - that friendships can change over time and the benefits of having new and different types of friends - how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable - when and how to seek support in relation to friendships	PSHE Association - Firework safety Internet Matters - Digital Matters Our Class - Caring Friendships PSHE Association - pick your pics PSHE Association – Friendship and bullying Sure – Breaking Limits The Rez NCA-CEOP Education – Connect NCA – Making the right #CyberChoices
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	- to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations - how to ask for, give and not give permission for physical contact - how it feels in a person’s mind and body when they are uncomfortable - that it is never someone’s fault if they have experienced unacceptable contact - how to respond to unwanted or unacceptable physical contact - that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about - whom to tell if they are concerned about unwanted physical contact	PSHE Association - Consent lesson packs Our Class - Caring Friendships GHLL - Understanding consent NSPCC – Talk PANTS
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	- to recognise that everyone should be treated equally - why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own - what discrimination means and different types of discrimination e.g. racism, sexism, homophobia - to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment - the impact of discrimination on individuals, groups and wider society - ways to safely challenge discrimination - how to report discrimination online	Coram Life Education - ‘The Belonging Toolkit’, upper KS2 single and double lessons PSHE Association – Friendship and bullying Sure – Breaking Limits NCA-CEOP Education – Connect Internet Matters - Digital Matters Our Class - Caring Friendships Curiosity Library (£)
Spring — Living in the wider world	Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	- about how resources are allocated and the effect this has on individuals, communities and the environment - the importance of protecting the environment and how everyday actions can either support or damage it - how to show compassion for the environment, animals and other living things - about the way that money is spent and how it affects the environment - to express their own opinions about their responsibility towards the environment	Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	- to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise - basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased - that some media and online content promote stereotypes - how to assess which search results are more reliable than others - to recognise unsafe or suspicious content online - how devices store and share information	Guardian foundation and National Literacy Trust - NewsWise City of London Police - Cyber Detectives Internet Matters - Digital Matters National Cyber Security Centre - CyberSprinters Curiosity Library (£) NCA-CEOP Education – Connect
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	- to identify jobs that they might like to do in the future - about the role ambition can play in achieving a future career - how or why, someone might choose a certain career - about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values - the importance of diversity and inclusion to promote people’s career opportunities - about stereotyping in the workplace, its impact and how to challenge it - that there is a variety of routes into work e.g. college, apprenticeships, university, training	LOUD! Network - Job skills, influences and goals The CEC – Career Explorers

Summer — Health and wellbeing	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12	• how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment	PSHE Association – The Sleep factor PSHE Association - Keeping safe: sun safety Curiosity Library (£) PSHE Association – Drug and Alcohol Education (Year 5-6)
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27 Moved from year 4: Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing Moved from year 4: • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	PSHE Association Mental Health and wellbeing PSHE Association - Personal identity Sure – Breaking Limits The CEC – Career Explorers
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM	St John Ambulance: 'First Aid Training in School' lesson plans, KS2 Environment Agency – Canal and river safety / Flood alert PSHE Association and GambleAware - Lesson 1 Exploring risk PSHE Association - Keeping safe: FGM PSHE Association - Firework safety NCA – Making the right #CyberChoices

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	- what it means to be attracted to someone and different kinds of loving relationships - that people who loves each other can be of any gender, ethnicity or faith - the difference between gender identity and sexual orientation and everyone’s right to be loved - about the qualities of healthy relationships that help individuals flourish - ways in which couples show their love and commitment to one another, including those who are not married or who live apart - what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults - that people have the right to choose whom they marry or whether to get married - that to force anyone into marriage is illegal - how and where to report forced marriage or ask for help if they are worried	Medway Public Health Directorate Primary RSE PSHE Association – Committed relationships and family life
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	- to compare the features of a healthy and unhealthy friendship - about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong - strategies to respond to pressure from friends including online - how to assess the risk of different online ‘challenges’ and ‘dares’ - how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable - how to get advice and report concerns about personal safety, including online - what consent means and how to seek and give/not give permission in different situations	Thinkuknow Play Like Share PSHE Association - Consent lesson packs Internet Matters - Digital Matters Our Class - Caring Friendships PSHE Association - pick your pics GHLL - Understanding consent PSHE Association – Friendship and bullying The Rez NCA-CEOP Education – Connect NCA – Making the right #CyberChoices
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	- about the link between values and behaviour and how to be a positive role model - how to discuss issues respectfully - how to listen to and respect other points of view - how to constructively challenge points of view they disagree with - ways to participate effectively in discussions online and manage conflict or disagreements	Internet Matters - Digital Matters
Spring — Living in the wider world	Belonging to a community Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21	- what prejudice means - to differentiate between prejudice and discrimination - how to recognise acts of discrimination - strategies to safely respond to and challenge discrimination - how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups - how stereotypes are perpetuated and how to challenge this	PSHE association Belonging and community: addressing discrimination and extremism Changing Faces - A World of Difference
	Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16	- about the benefits of safe internet use e.g. learning, connecting and communicating - how and why images online might be manipulated, altered, or faked - how to recognise when images might have been altered - why people choose to communicate through social media and some of the risks and challenges of doing so - that social media sites have age restrictions and regulations for use - the reasons why some media and online content is not appropriate for children - how online content can be designed to manipulate people’s emotions and encourage them to read or share things - about sharing things online, including rules and laws relating to this - how to recognise what is appropriate to share online - how to report inappropriate online content or contact	BBFC - lessons Let’s watch a film! Making choices about what to watch City of London Police - Cyber Detectives Internet Matters - Digital Matters National Cyber Security Centre - CyberSprinters PSHE Association - pick your pics Curiosity Library (£) NCA – Making the right #CyberChoices
	Money and Work Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24	- about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money - about value for money and how to judge if something is value for money - how companies encourage customers to buy things and why it is important to be a critical consumer - how having or not having money can impact on a person’s emotions, health and wellbeing - about common risks associated with money, including debt, fraud and gambling - how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk - how to get help if they are concerned about gambling or other financial risks	PSHE Association and GambleAware – Exploring risk in relation to gambling PSHE Association - Money and wellbeing

Summer — Health and wellbeing	Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24	- that mental health is just as important as physical health and that both needs looking after - to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - positive strategies for managing feelings - that there are situations when someone may experience mixed or conflicting feelings - how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available - identify where they and others can ask for help and support with mental wellbeing in and outside school - the importance of asking for support from a trusted adult - about the changes that may occur in life including death, and how these can cause conflicting feelings - that changes can mean people experience feelings of loss or grief - about the process of grieving and how grief can be expressed - about strategies that can help someone cope with the feelings associated with change or loss - to identify how to ask for help and support with loss, grief or other aspects of change - how balancing time online with other activities helps to maintain their health and wellbeing - strategies to manage time spent online and foster positive habits e.g. switching phone off at night - what to do and whom to tell if they are frightened or worried about something they have seen online	PSHE Association Mental Health and wellbeing Every Mind Matters KS2 Social media, sleep & physical and mental wellbeing Guardian foundation and National Literacy Trust - NewsWise Winston's Wish – Loss and bereavement Internet Matters - Digital Matters Curiosity Library (£) Sure – Breaking Limits
	Growing and changing Human reproduction and birth; increasing independence; managing transitions PoS Refs: H24, H33, H35, H36	- to recognise some of the changes as they grow up e.g. increasing independence - about what being more independent might be like, including how it may feel - about the transition to secondary school and how this may affect their feelings - about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school - identify the links between love, committed relationships and conception - what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults - how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb - that pregnancy can be prevented with contraception² - about the responsibilities of being a parent or carer and how having a baby change in someone's life	Medway Public Health Directorate - Changing and growing up Every Mind Matters KS2 - Transition to secondary school NSPCC Talk Relationships
	Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50	- how to protect personal information online - to identify potential risks of personal information being misused - strategies for dealing with requests for personal information or images of themselves - to identify types of images that are appropriate to share with others and those which might not be appropriate - that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be - what to do if they take, share or come across an image which may upset, hurt or embarrass them or others - how to report the misuse of personal information or sharing of upsetting content/images online - about the different age rating systems for social media, T.V, films, games and online gaming - why age restrictions are important and how they help people make safe decisions - about what to watch, use or play - about the risks and effects of different drugs - about the laws relating to drugs common to everyday life and illegal drugs - to recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs - about the organisations where people can get help and support concerning drug use - how to ask for help if they have concerns about drug use - about mixed messages in the media relating to drug use and how they might influence opinions and decisions	BBFC - lessons Let's watch a film! Making choices about what to watch PSHE Association – Drug and Alcohol Education (Year 5-6) City of London Police - Cyber Detectives PSHE Association - Firework safety Internet Matters - Digital Matters National Cyber Security Centre - CyberSprinters PSHE Association - pick your pics NCA-CEOP Education – Connect NCA – Making the right #CyberChoices

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Protective Behaviours

Healthy Relationships and Valuing Differences

RSHE - Relationships Caring friendships/Respecting others.

PSHE – Health Education Physical health and fitness

Healthy eating

Autumn 2 Years 1 - 6

Lesson 1: Feelings, rights and responsibilities.

Lesson 2: Safe feelings, fun to feel scared and early warning signs.

Lesson 3: Talking with someone about anything – secrets and networks.

Lesson 4: Using networks.

Spring 1 EYFS

Lesson 1: Feelings, rights and responsibilities.

Lesson 2: Safe feelings, fun to feel scared and early warning signs.

Lesson 3: Talking with someone about anything – secrets and networks.

Lesson 4: Using networks.

Letter to parents/carers informing them about protective behaviours:

Dear parents and carers,

As part of the school's values of Belong, Care, Persevere and Succeed, we are always looking at ways to help your children to keep as safe as possible. One way we can do this is by educating our children all about their rights and responsibilities, understanding their feelings, what to do when they feel unsafe and who to talk to.

The school will be using a resource called "A Personal Safety Curriculum for Primary School Children aged 4-11" devised by Warwickshire Safeguarding Children's Board and Warwickshire County Council.

As part of this approach, we tell children that sometimes it is not safe for adults in school to keep a secret. Examples of this would be emotional abuse, physical abuse and sexual abuse. When exploring these examples, staff would use the appropriate language for the age and stage of the child.

In all year groups, male and female genitalia will be referred to as 'private parts'. This is in line with our whole school approach of using the NSPCC's 'Talk Pants' resources.

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

We will be starting this after the holiday in October (Autumn 2) and this will be taught in PSHE lessons alongside Health Education.

Just for your information, as part of our Sex & Relationships Education for children in Years 5 and 6, the correct technical vocabulary for male and female genitalia is used. This takes place later in the academic year and a separate letter will be sent to parents of children in those year groups.

Our children are growing up in an increasingly complex world which presents many positive and exciting opportunities but also challenges and risks. Therefore, it is important for our children to know how to keep safe and healthy and how to manage their personal and social lives in a positive way.

As always, if you have any questions, then please do not hesitate to contact us on 0116 2858130.

Kind regards,

Miss. Walker
Headteacher

Letter to Year 5 Parents/Carers

Dear parents and carers,

As part of school vision Belong, Care, Persevere and Succeed, we are always looking at ways to help your children to keep as healthy and safe as possible.

We will be teaching lessons about RSHE as part of *our PSHE lessons, Year 5 will learn about our changing bodies (puberty).* During these lessons, pupils will be able to ask questions, which will be answered factually in an age-appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

We want to assure parents that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive information, rather than hearing second hand or via online platforms.

In Year 5 pupils start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship. Pupils learn about all the ways in which children grow and develop in puberty both physically and emotionally. In addition to this, they will learn the name for different body parts and our changing bodies.

As always, if you have any questions, then please do not hesitate to contact **Mrs Wallis (PSHE Lead) 0116 2858130.**

If you wish to withdraw your child please complete the slip below **Wednesday 26th June 2024.**

Name of child..... Class.....

Parent/Carer signature Date:

Kind regards,

Miss. S. Walker

Headteacher

Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	