



# Solefield School

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

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## **Solefield RSHE Policy**

RSHE Education – Department for Education

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

Definition of RSE – from Sex Education Forum

‘Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.’

Solefield School takes its responsibility to provide, relevant, effective, age appropriate and responsible relationships, sex and health education (RSHE) to all its pupils very seriously. At Solefield, we want parents and pupils to feel that RSHE will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding. While we use RSHE to inform children about relationships, sex and health issues, we do this with regard to matter of moral and individual responsibility, and in a way that allows children to ask and explore moral questions. Within the RSE aspect, we do not use this as a means of promoting any form of sexual orientation. Solefield use RSHE to teach its pupils the foundation which will then be built upon when pupils leave us and move up to senior schools.

This policy is drafted by the Head of RSHE in consultation with teaching staff, the Headteacher and Pastoral leads. Parents will be informed of the policy through letters home, a consultation period and ongoing through inclusion of the policy in new starters information packs. Parental responses are welcomed with regard to this policy content.

### **Aims of RSHE**

Solefield School aims to teach Relationships, Sex and Health Education using a whole school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002, the RSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life

At Solefield, we take a comprehensive approach towards RSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil. Pupils are able to develop and progress on previous learning through the programmes we follow.

Through the promotion of RSHE, skills are developed that our pupils need in order for them to grow as individuals and members of society. Studying RSHE allows children and young people to build their personal identities, confidence and self-esteem. RSHE supports children in decision making, managing their emotions and how to navigate through difficult situations using scenarios and communication skills. Overall, the RSHE curriculum at Solefield School supports personal development and behaviour and attitudes of its pupils.

### **Statutory RSE and Health Education**

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, encourage Relationships and Sex Education (RSE) to be taught for pupils receiving primary and secondary education.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

*Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.*

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance p.8.*

“All schools must have in place a written policy for Relationships and Sex Education.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance p.11.*

The DfE guidance 2019 states that at primary school level Relationships and Sex Education is not compulsory and parents have the right to withdraw their child from lessons. The guidance states that by the end of primary school, pupils should have covered the following topics (along with science education):

- Scientific names for body parts
- Puberty including menstruation
- Physical and emotional changes
- How a baby is conceived and born

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.*

*DfE Guidance p.35.*

The DfE Guidance 2019 at secondary school level Relationships and Sex Education is compulsory but due to the nature of the setting, parents have the right to withdraw their child from lessons. The guidance states that by the end of secondary school, pupils should have covered the following topics:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.*

*DfE Guidance p.29.*

Within Solefield's RSHE curriculum, the statutory Relationships, Sex and Health Education are included. We aim to help pupils to understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

### **Safeguarding and Responsibility**

RSHE work with pupils' real-life experiences, and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example, make it anonymous
- Everyone has a right to his own space
- Right to privacy

Many issues covered in RSHE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All the staff at Solefield receive safeguarding training. The boundaries around confidentiality are made explicit to pupils.

## **Equality**

The Solefield RSHE policy promotes respect and value for each individual pupil. The DfE Guidance 2019 (p15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics." Within the Solefield RSHE curriculum, pupils are taught about LGBT (Lesbian, Gay, Bisexual, Transgender) at an appropriate time of the curriculum.

At Solefield, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSHE.

## **SEND**

Solefield School prides itself on inclusion and how we make provision for all pupils' individual needs. This is no exception for RSHE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

## **Assessing**

As with any learning, the assessment of pupils' RSHE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals and record their understanding in a range of ways; posters, leaflets; reflective diaries, etc. Their progress is also monitored during class discussions, group work, questionnaires/surveys, and peer assessment. Pupil voice is also used to adapt and amend material for RSHE and ensure it is relevant and effective to both pupils and the wider community.

## **Roles and Responsibilities**

### Governors

The RSHE policy will be approved by Solefield Governors and they will hold the Headmistress and the Head of RSHE to account for its implementation.

### The Headmistress

It is the responsibility of the Headmistress to ensure that RSHE is taught consistently across the school and the Head of RSHE is updating schemes of work and policy accordingly.

### Head of RSHE

It is the responsibility of the Head of RSHE to ensure that it is taught consistently through the school, staff training is up to date and relevant and changes are made in accordance to pupil needs and government requirements.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSHE.

### Staff

Staff who teach the RSHE curriculum are responsible for:

- The delivery of RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish for them to be withdrawn from the non-statutory components of RSHE

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

### Pupils

Pupils are expected to fully engage with RSHE (unless withdrawn) and follow the ground rules (as specified above) thus ensuring that they treat others with respect and sensitivity.

### Parents

All parents have access to the RSHE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

### **Parents Right to Withdraw from RSE**

Parents' do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Students are not able to be withdrawn from the 'Health Education' topics within the curriculum. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and be addressed to the Head of RSHE. Alternative work will be given to pupils who are withdrawn from sex education.

### **Visitors**

Solefield School value working with external partners as they enhance the delivery of the RSHE, providing specialist knowledge and different ways of engaging our pupils. As part of the RSHE curriculum, outside visitors may be invited to deliver appropriate sessions to pupils.

All visitors are subject to Solefield's safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. Solefield also ensures that the content is appropriate and accessible and fits within the planned programme of study.

Any guest speakers/visitors are made aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the staff will be dealt with in line with the school's safeguarding policy.

### **Curriculum Design**

Our curriculum and schemes of work are set out as per Appendix 1, however we may need to adapt this as and when necessary. As a school, we follow the programmes of Discovery Espresso (Year 1 – Year 6) and Jigsaw Education (Year 7 – Year 8).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

### Vocabulary used

Year group	Healthy and Happy Friendships	Similarities and Differences	Caring and Responsibility	Families and Committed Relationship	Healthy bodies, healthy minds	Coping with Change
Year One	friend, friendly, kind, unkind, welcoming, happy, sad, share	similarity, difference, special, unique, strengths, abilities	special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe	family, important, differences, similarities, happy, special, superhero	body, healthy, private, penis, testicles, vulva, vagina, similar, different, health, healthy choices	growing, adults, babies, change, older, growing up, jobs, future
Year Two	happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal space, worries, help, trust	strengths, abilities, gender, stereotype, qualities	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind	growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future
Year Three	friend, respect, values, touch, private, privacy, resilience, encouragement	different, equal, respect, community, values, diversity, customs, respect, feelings, values	responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce	health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap	changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions
Year Four	friend, values, qualities, difficulty, compromise, communication, yes, no,	diversity, stereotypes, judge, judgement, point-of-view,	rights, responsibilities, respect, opportunities, entitled, agreement,	relationships, appropriate, behaviour, belonging, membership,	influence, pressure, persuade, healthy choices, consequence,	puberty, hormones, menstruation, eggs, sanitary pads, periods,

	boundaries, permission	opinion, disagree, agree	rights, convention, United Nations, roles	together, family	responsibility, feelings, emotions	hygiene, sweat, health
Year Five	identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety	strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety	care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement	relationships, healthy, diversity, commitment	self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic	hormones, menstruation, periods, sperm, ovaries, testicles, vagina, penis, puberty, wet dreams, emotions, changes, feelings, support, control
Year Six	personal safety, risk, consequences, friends, change, relationships, emotions, feelings	online identity, communication, risk, online bullying, diversity, inclusive, differences	strengths, self-care, development, saving, bank account, responsible, budget, interest, transition, secondary, independence, network	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe	self-respect, boundaries, kind, confidence, strengths, weakness, trolling, social media, internet, comparison, mental health, mental-ill health, wellbeing, illness, symptoms, mind	body image, reality, pressure, attributes, influence, emotions, secondary school, future, memories, reflect

## Policy Review

This policy will be reviewed annually by the Governors and Headmistress.

The RSHE policy is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equality Act 2010
- SEND code of practice
- Mental Health and Behaviour in Schools



- Preventing and Tackling Bullying including Cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

## Appendix 1: Curriculum outline – Statutory topics are highlighted in yellow

### Relationships Education, Relationships, Sex and Health Education (RSHE) – Schemes of Work September 2021

The Solefield RSHE and C curriculum encourages respect for other people, with particular regard to the protected characteristics of the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, sex and sexual orientation). All staff at Solefield have had 'Prevent' training to better learn how to spot and deal with extremism and radicalisation. Solefield's RSHE, Citizenship, RS and PPE curriculum schemes of work promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs in a subtle yet effective way, as do some of the communal school displays and news discussions during form time. Attached to this Scheme of Work is a list of some of the different ways we promote British Values and Solefield. There are many opportunities for assessment, via observation, differentiated questioning and inspection of written work.

The teaching of RSHE at Solefield is supported by Discovery Education (Year 1 – Year 6) and Jigsaw (Year 7 – Year 8). The programmes we use, follow the guidance set out by the Department for Education 2020.

RSHE lessons will mostly be delivered in forms by trained form tutors or Head of RSHE, 30 minutes per week, who can adapt topics to any immediate concerns. Three times a term RSHE will be delivered in vertical House groups.

Statutory RSHE topics are highlighted.



Year	Topic/Unit	Curriculum Links
Rec	<ul style="list-style-type: none"> <li>Online safety</li> <li>Who am I?</li> <li>Rules</li> <li>Right &amp; wrong</li> <li>Rights, responsibilities and respect</li> <li>Feelings</li> <li>Relationships &amp; Friendships</li> <li>Communities</li> <li>Health</li> <li>Hygiene</li> <li>Looking after ourselves</li> </ul>	<ul style="list-style-type: none"> <li>Children's personal, social and emotional development (PSED) 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 should be 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 manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</li> </ul>

		<p>DfE Guidance Page 8 - 9</p> <ul style="list-style-type: none"> <li>Understanding the world involves guiding children to make sense of their physical world and their community.</li> </ul> <p>DfE Guidance Page 10</p>
Year 1	<p><b>Discovery Education</b></p> <p><b>Topic 1 – Healthy and Happy Friendships</b></p> <ul style="list-style-type: none"> <li>Forming friendships</li> <li>What makes a good friend</li> <li>Impact of kind and unkind behaviours</li> <li>How being kind and unkind can impact people's feelings</li> <li>Working together</li> <li>Being kind to everyone</li> </ul> <p><b>Topic 2 – Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Recognise similarities and differences</li> <li>Celebrate unique strengths</li> <li>Importance of respecting others' differences</li> <li>How people may have different reactions and feelings towards the same thing</li> </ul> <p><b>Topic 3 – Caring and Responsibility</b></p> <ul style="list-style-type: none"> <li>Special people in our lives</li> <li>Why people in our lives are special</li> </ul>	<p><b>Topic 1 – Healthy and Happy Friendships</b></p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>To recognise who to trust and not to, how to judge when a friendship is making them feel unhappy, managing conflict, how to manage situations and how to ask for help</li> <li>How important friendships are in making us feel happy and secure, and how people choose and make friend, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>Characteristics of friendships</li> <li>Healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> </ul> <p><b>Topic 2 – Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Importance of respecting others, even when they're different or make different choices</li> <li>Importance of self-respect and how this links to own happiness</li> <li>Importance of permission seeking and giving in relationships</li> <li>The normal range of emotions and a scale that all humans experience in relation to different experiences and situations</li> <li>How to recognise and talk about emotions, including a varied vocabulary of words to use when talking about own and others' feelings</li> </ul>

	<ul style="list-style-type: none"> <li>How special people care for us and keep us safe</li> <li>Identify feelings and sensations of anxiety and worry</li> <li>Identify who can help us when we are worried</li> <li>How we can use rules set by our special people to keep ourselves and others safe</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>What is family and why is it important?</li> <li>Importance of positive family relationships</li> <li>Similarities and differences between families</li> <li>Why families are special</li> </ul> <p><u>Topic 5 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>What our bodies can do for us</li> <li>How to keep our bodies healthy</li> <li>Correct names for genitalia</li> <li>Investigating ways in which we can keep our bodies healthy</li> </ul> <p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>How animals grow from babies to adults, like humans do</li> <li>Concept of growing up</li> </ul>	<p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>Families are important for children growing up as they can give love, security and stability</li> <li>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</li> <li>Where to seek advice (e.g. family, school <a href="#">an</a>/or other sources)</li> <li>How to recognise and talk about emotions, including a varied vocabulary of words to use when talking about own and others' feelings</li> <li>How to respond safely and appropriately to adults they may encounter (all contexts including online) whom they do not know</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>Families are important for children growing up as they can give love, security and stability</li> <li>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</li> <li>Others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care</li> </ul> <p><u>Topic 5 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>Characteristics and mental and physical benefits of an active lifestyle</li> <li>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</li> <li>Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>What constitutes a healthy diet</li> <li>Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skins cancer</li> <li>Importance of sufficient good quality sleep can affect weight, mood and ability to learn</li> <li>Dental health and the benefit of good dental hygiene</li> </ul>
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	<ul style="list-style-type: none"> <li>How children are becoming more independent in caring for themselves in many ways</li> <li>How children will grow and change in the future</li> <li>Consider what they may like to do when they are older</li> </ul>	<ul style="list-style-type: none"> <li>Personal hygiene, germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul> <p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>Families are important for children growing up as they can give love, security and stability</li> <li>Importance of respecting others, even when they're very different from them (for example, physically, in character, personality of backgrounds)</li> <li>Importance of self-respect and how this links to their own happiness</li> <li>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</li> </ul>
Year 2	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>Developed friendships</li> <li>Qualities of happy friendships</li> <li>Importance of personal boundaries</li> <li>Recognise safe and unsafe situations</li> <li>Respond to unwanted touch</li> <li>Knowing who to speak to and trust if worried or unsafe</li> <li>Importance of talking about worries and how they build up</li> </ul> <p><u>Topic 2 – Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>Individual strengths and abilities</li> <li>Simple gender stereotypes and why these are unhelpful and unfair for everyone</li> <li>Gender stereotypes in relation to work and recognise the challenges with these</li> </ul>	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>What sorts of boundaries are appropriate in friendships with peers and others</li> <li>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</li> <li>Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>How to recognise who to trust and who not to trust and how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict situations and how to seek help or advice from others, if needed</li> <li>How to ask for advice or help for themselves or others and to keep trying until they are heard</li> <li>Where to get advice e.g. family, school and/or other sources</li> </ul> <p><u>Topic 2 – Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>Importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>Importance of self-respect and how it links to their own happiness</li> </ul>

	<p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>Communities that we belong to</li> <li>Who helps us within our communities</li> <li>How we can support others in our communities</li> <li>Ways to stay safe in our communities</li> <li>When we may need to ask for help from trusted adults</li> <li>More in common than differences</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>Importance of diversity of families</li> <li>Importance of healthy, positive family relationships</li> <li>Identify features of healthy, happy family relationships, and how to get help if anyone feels unhappy or unsafe</li> <li>Family diversity and difference</li> </ul> <p><u>Topic 5 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>Emotional health and wellbeing</li> <li>Medicines and household substances</li> <li>How people feel when they are poorly and what can help them</li> </ul> <p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>How bodies and needs change as children get older</li> </ul>	<ul style="list-style-type: none"> <li>The normal range of emotions and a scale that all humans experience in relation to different experiences and situations</li> <li>How to recognise and talk about emotions, including a varied vocabulary of words to use when talking about own and others' feelings</li> <li>How to recognise and talk about their emotions</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul> <p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>Importance of respecting others, even when they are different from them</li> <li>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</li> <li>How to ask for help for themselves or others, and to keep trying until they are heard</li> <li>Where to get advice (e.g. family, school and/or other sources)</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>Other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know what other children's families are also characterised by love and care</li> <li>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</li> <li>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</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul> <p><u>Topic 5 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health</li> </ul>
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	<ul style="list-style-type: none"> <li>How likes, dislikes and achievements change as children get older</li> <li>Future aspirations</li> <li>Setting goals or milestones and how to achieve them</li> </ul>	<ul style="list-style-type: none"> <li>The normal range of emotions and a scale that all humans experience in relation to different experiences and situations</li> <li>How to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>Where and how to seek 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</li> <li>It is common for people to experience mental ill health</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health</li> <li>The importance of sufficient sleep for good health and that lack of sleep can affect weight, mood and ability to learn</li> </ul> <p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>Importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>Importance of self-respect and how this links to own happiness</li> </ul>
Year 3	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>Reflection on how they are good friends to others</li> <li>How it feels if personal space feels invaded</li> <li>Ways to ask for help if feel unsafe</li> <li>Introduction of resilience</li> <li>Ways to develop self</li> <li>Helping others to develop self</li> </ul>	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>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</li> <li>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>What sorts of boundaries are appropriate in friendships with peers and others</li> </ul>

<p><b>Topic 2 – Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>• Ways to value and show respect for others' differences</li> <li>• Different people who make up a school community</li> <li>• What links people in the same community have</li> <li>• How to make everyone feel valued and have differences respected</li> </ul> <p><b>Topic 3 – Caring and Responsibility</b></p> <ul style="list-style-type: none"> <li>• Responsibilities we have for ourselves and others</li> <li>• Respecting boundaries around physical touch and personal space</li> <li>• Empathy and its importance in offering understanding and giving care</li> </ul> <p><b>Topic 4 – Families and Committed Relationships</b></p> <ul style="list-style-type: none"> <li>• What commitment means, and its importance</li> <li>• Different ways people show commitment to one another</li> <li>• Changes that affect families, and how we cope with these</li> <li>• Big changes that affect families</li> <li>• What happens when parents separate</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other contact</li> <li>• Importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>• Mental wellbeing is a normal part of daily life, in the same way as physical health</li> </ul> <p><b>Topic 2 – Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>• Importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>• Importance of self-respect and how this links to own happiness</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative, or destructive</li> <li>• That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans' experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary for words to use when talking about their own and others' feelings</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul> <p><b>Topic 3 – Caring and Responsibility</b></p> <ul style="list-style-type: none"> <li>• Practical steps which can be taken in a range of different contexts to improve or support respectful relationships</li> <li>• 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</li> <li>• What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact</li> <li>• How to ask for help for themselves or for others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary needed to do so</li> <li>• The importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>
<p><b>Topic 5 – Healthy Bodies, Healthy Minds</b></p> <ul style="list-style-type: none"> <li>• Importance of good quality sleep</li> <li>• What makes a healthy diet?</li> <li>• Personal hygiene, including washing and teeth cleaning</li> <li>• Protection against germs that can make us unhealthy or unwell</li> </ul> <p><b>Topic 6 – Coping with Change</b></p> <ul style="list-style-type: none"> <li>• Changes experiences or will experience in the future</li> <li>• Children to articulate feelings about changes</li> <li>• Ways to show sympathy to others in times of need and how to cope with sad events</li> <li>• Ways to help themselves feel happier and more positive if they are experiencing challenges</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps children can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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</li> </ul> <p><b>Topic 4 – Families and Committed Relationships</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• There is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul> <p><b>Topic 5 – Healthy Bodies, Healthy Minds</b></p> <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• 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)</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing</li> </ul>



		<p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>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</li> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>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)</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul>
Year 4	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>Qualities of a good friend</li> <li>Values we look for in a good friend</li> <li>Reflection on own values</li> <li>Skills for how to solve difficulties in friendships</li> <li>How to manage difficulties in friendships in a positive way</li> <li>Understanding boundaries</li> <li>What pupils should do if someone doesn't respect privacy/personal space</li> </ul> <p><u>Topic 2 – Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>Differences, equality, value and respect</li> <li>British identities</li> </ul>	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>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</li> <li>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</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>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</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>Importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>

	<ul style="list-style-type: none"> <li>How stereotyping about identity can be unhelpful and inaccurate</li> <li>Similarities and differences within society</li> <li>How people make judgements based on appearance, how this can affect others and what we can all do to help</li> <li>How to manage different points of view</li> </ul> <p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>Rights and responsibilities and links between them</li> <li>United Nations Conventions on the Rights of the Child</li> <li>How rights enable children to be safe and cared for</li> <li>Different responsibilities people may have within their family</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>Identify different types of relationships</li> <li>Appropriate boundaries and behaviour within relationships</li> <li>Belonging to a group or team</li> <li>How we see ourselves belonging within a family</li> <li>How families and those around us show that they care</li> </ul>	<p><u>Topic 2 – Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>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</li> <li>Importance of self-respect and how this links to their own happiness</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions of courtesy and manners</li> <li>That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect for others, including those in positions of authority</li> </ul> <p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>In school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect for others, including those in positions of authority</li> <li>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</li> <li>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</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>Importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>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</li> </ul>
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	<ul style="list-style-type: none"> <li>Identifying the rules and expectations families have to ensure members are kept safe and healthy</li> </ul> <p><u>Topic 5 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>Physical and emotional changes children first experience</li> <li>Menstruation and why it happens</li> <li>Products that can help us maintain good hygiene</li> </ul> <p><u>Topic 6 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>Things that might influence our choices around healthy eating</li> <li>Potential consequences for our bodies and minds of making unhealthy choices</li> <li>Choices around emotional wellbeing and mental health</li> </ul>	<p><u>Topic 5 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>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 of advice from others</li> <li>What constitutes a healthy diet (including calories and other nutritional content)</li> <li>Why social media, some computer games and online gaming, for example, are age restricted</li> <li>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</li> <li>The characteristics and mental and physical benefits of an active lifestyle</li> <li>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</li> <li>What constitutes a healthy diet</li> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>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</li> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>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)</li> </ul> <p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>Key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>The main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>
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Year 5	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>What identity means and how we use it to define us</li> <li>Feelings around own identity</li> <li>Understanding peer pressure</li> <li>How to make informed choices to resist pressure, even if it comes from friends</li> <li>Importance of good emotional health and wellbeing</li> <li>Where to go for help or to talk about looking after their emotional health</li> </ul> <p><u>Topic 2 – Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>We all have strengths, weaknesses</li> <li>We should celebrate individual strengths and talent</li> <li>Consider what is needed to achieve</li> <li>What they may need to do in order to succeed</li> <li>Ways pupils can assess and manage risks and ways to keep safe when they are online</li> </ul> <p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>Care needs and how these change during our lives</li> </ul>	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>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</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>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</li> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>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</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul> <p><u>Topic 2 – Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>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</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>For most people the internet is an integral part of life and has many benefits</li> <li>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</li> <li>Why social media, some computer games and online gaming, for example, are age restricted</li> </ul>

	<ul style="list-style-type: none"> <li>• Awareness of the impact of loneliness and isolation</li> <li>• Ways to get involved in the community</li> <li>• Benefits of being involved in the community</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>• What committed, healthy relationships are and what they look like</li> <li>• Values in a healthy relationship</li> <li>• How to identify characteristics of a potentially unsafe relationship</li> <li>• Diverse relationships in a community</li> <li>• Respect for all relationships, even when they look different to their own</li> <li>• What commitment to a relationship means</li> <li>• Characteristics of a committed relationship</li> <li>• Reflect on the relationships around us</li> </ul> <p><u>Topic 5 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>• Puberty and how to manage changes well</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• There is a normal range of emotions that all humans experience in relation to different experiences and situations</li> <li>• 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</li> <li>• Benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness</li> <li>• That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• 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</li> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> </ul>
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	<ul style="list-style-type: none"> <li>• Range of emotions we experience during puberty and ways we can identify and respond to these</li> <li>• Emotions during puberty and early adulthood and how to manage these</li> </ul> <p><u>Topic 6 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>• Self-image and importance of valuing our own bodies and minds in order to maintain positive mental health</li> <li>• Raising awareness and knowledge of facts about alcohol, tobacco and drugs</li> <li>• Keeping our bodies well and free from disease through vaccination and immunisation</li> <li>•</li> </ul>	<p><u>Topic 5 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>• importance of self-respect and how this links to their own happiness</li> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> <li>• About personal hygiene and germs including bacteria, viruses and how</li> <li>• They are spread and treated, and the importance of handwashing</li> <li>• The facts and science relating to allergies, immunisation, and vaccination</li> </ul> <p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> <li>• 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</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> </ul>
Year 6	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>• Recognising risky situations, how these make us feel, and the skills needed to maintain personal safety</li> <li>• How relationships and friendships change as we grow</li> <li>• Importance of how to keep relationships happy and healthy</li> <li>• How to recognise and name an increasing range of emotions</li> </ul>	<p><u>Topic 1 – Healthy and Happy Friendships</u></p> <ul style="list-style-type: none"> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, and how to seek help or advice from others, if needed</li> <li>• How to recognise and talk about their emotions, using a varied vocabulary when talking about their own and others' feelings</li> <li>• How important friendships are in making us feel happy and secure, and</li> <li>• How people choose and make friends</li> <li>• That healthy friendships are positive and welcoming towards others, and</li> <li>• Do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be</li> </ul>



<ul style="list-style-type: none"> <li>Understand that everyone feels a range of emotions for a variety of reasons</li> </ul> <p><u>Topic 2 – Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>Identity online</li> <li>Communication online should follow the same principles or respect as any other method of communication</li> <li>Risks of online bullying</li> <li>How to know when you are being bullied</li> <li>How to get help when being bullied</li> <li>Respecting people's differences</li> <li>Celebrating diversity</li> <li>How people may feel if they don't 'fit in'</li> </ul> <p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>Responsibility for self-care</li> <li>Who cares for us when we get older</li> <li>Importance of recognising our own strengths and areas for development</li> <li>Caring for ourselves</li> <li>Ways of taking on more responsibility</li> <li>Money and finances</li> </ul>	<ul style="list-style-type: none"> <li>Worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>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</li> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul> <p><u>Topic 2 – Similarities and Differences</u></p> <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>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</li> <li>Why social media, some computer games and online gaming, for example, are age restricted</li> <li>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</li> <li>Where and how to report concerns and get support with issues online</li> <li>about different types of bullying (including cyber bullying), the impact of bullying, the responsibilities of bystanders (primarily to report bullying to an adult) and how to get help</li> <li>Differently online, including by pretending to be someone they are not</li> <li>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</li> <li>what a stereotype is, and how stereotypes can be unfair, negative, or destructive</li> <li>The importance of respecting others, even those who are very different from them (for example, physically, in character, in personality or in background), or make different choices or have different preferences or beliefs</li> </ul>
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<ul style="list-style-type: none"> <li>Help and care offered in transition to secondary school</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>Human reproduction</li> <li>Ways of starting a family</li> <li>Significance of making the decision to start a family</li> <li>How life changing a baby can be</li> <li>Age restrictions for having sex</li> </ul> <p><u>Topic 5 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>Importance of self-respect</li> <li>Impact self-respect has on mental wellbeing</li> <li>Internet and social media impact</li> <li>Ways to maintain good mental health</li> <li>Mental ill health</li> <li>Where to get help</li> </ul> <p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>Increasing responsibilities</li> <li>Emotional effects of life when older</li> <li>Body image</li> <li>The role media plays in messages children receive</li> <li>Changes that puberty brings</li> <li>Impact on close relationships</li> <li>Review primary school</li> </ul>	<p><u>Topic 3 – Caring and Responsibility</u></p> <ul style="list-style-type: none"> <li>The importance of self-respect and how this links to their own happiness</li> <li>DfE requirements for high-quality teaching in financial education or careers, which complements the national curriculum where appropriate and meets the ambition of the Careers Strategy (Foreword: Relationships education, Relationships and sex education, and Health education; DfE)</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>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</li> <li>Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing</li> </ul> <p><u>Topic 4 – Families and Committed Relationships</u></p> <ul style="list-style-type: none"> <li>Paragraph 67 of the DfE guidelines on teaching Relationships education and Health education: It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born</li> </ul> <p><u>Topic 5 – Healthy Bodies, Healthy Minds</u></p> <ul style="list-style-type: none"> <li>Importance of self-respect and how this links to own happiness</li> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> </ul>
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	<ul style="list-style-type: none"> <li>• Prepare for secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• 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 other's mental and physical wellbeing</li> <li>• 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</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> <li>• That for most people the internet is an integral part of life and has many benefits</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment take place, which can have a negative impact on mental health</li> <li>• Where and how to report concerns and get support with issues online</li> <li>• simple selfcare techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• 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</li> </ul> <p><u>Topic 6 – Coping with Change</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• 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</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>• 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</li> <li>• 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.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• 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</li> <li>• 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</li> </ul>												
Year 7	<p><u>Topic 1 – Being in my World</u></p> <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• My influences</li> <li>• Peer pressure and belonging</li> <li>• Online identity</li> <li>• What are the consequences of what I do and say online?</li> <li>• Assessment</li> </ul> <p><u>Topic 2 – Celebrating Difference</u></p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination</li> <li>• True or false? Challenging attitudes and values</li> <li>• Challenging stereotypes</li> <li>• Discrimination in school</li> <li>• Bullying</li> <li>• Assessment</li> </ul> <p><u>Topic 3 – Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>• What are my dreams and goals?</li> <li>• Achieving dreams and goals</li> </ul>	<p>The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).</p> <p>The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.</p> <table border="1"> <thead> <tr> <th>Term</th><th>Puzzle (Unit)</th><th>Content</th></tr> </thead> <tbody> <tr> <td>Autumn</td><td>Being Me in My World</td><td>Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.</td></tr> <tr> <td>Autumn</td><td>Celebrating Difference</td><td>Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act</td></tr> <tr> <td>Spring</td><td>Dreams and Goals</td><td>Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society</td></tr> </tbody> </table>	Term	Puzzle (Unit)	Content	Autumn	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.	Autumn	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act	Spring	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
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<ul style="list-style-type: none"> <li>Coping strategies</li> <li>How responsible and irresponsible choices affect dreams and goals</li> <li>How making an irresponsible choice could affect a person's dreams and goals</li> <li>Assessment</li> </ul> <p><b>Topic 4 – Healthy Me</b></p> <ul style="list-style-type: none"> <li>How to recognise and deal with anxiety and stress</li> <li>Healthy choices on managing stress</li> <li>Healthy choices on managing substances</li> <li>Healthy choices on good nutrition, exercise and sleep</li> <li>Healthy choices on medicines and immunisation</li> <li>Assessment</li> </ul> <p><b>Topic 5 – Changing Me</b></p> <ul style="list-style-type: none"> <li>My changing body</li> <li>Having a baby</li> <li>Types of relationships and their impact</li> <li>Image and self-esteem</li> <li>My changing feelings</li> <li>Assessment</li> </ul> <p><b>Topic 6 – Relationships</b></p>	<p><b>Spring</b></p> <p>Healthy Me</p> <p>Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise</p>	
	<p><b>Summer</b></p> <p>Relationships</p> <p>Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss</p>	
	<p><b>Summer</b></p> <p>Changing Me</p> <p>Includes Relationships and Sex Education in the context of coping positively with change</p>	
	<p><b>Statutory RSE and Health Education</b></p> <p>“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”</p> <p>DfE Guidance p.8.</p> <p><b>Relationships and Sex Education</b></p> <p>“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships... Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. RSE should provide clear progression from what is taught in primary school in Relationships Education. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.”</p> <p><i>DfE Guidance page 25</i></p>	

	<ul style="list-style-type: none"> <li>Positive qualities of healthy relationships</li> <li>My changing supportive relationships</li> <li>Getting on and falling out</li> <li>Discerning external factors in relationships</li> <li>Assertiveness in relationships</li> <li>Assessment</li> </ul>													
Year 8	<p><b>Topic 1 – Being in my World</b></p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>My 'family'</li> <li>'Family Factors'</li> <li>The power of first impressions</li> <li>Faith and Beliefs</li> <li>Assessment</li> </ul> <p><b>Topic 2 – Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Inequality</li> <li>When things go right</li> <li>Bullying</li> <li>How I can make a difference</li> <li>Assessment</li> </ul> <p><b>Topic 3 – Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Your goals – long-term</li> <li>What money can't buy</li> <li>Online safety</li> <li>Money and earnings</li> </ul>	<p>The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).</p> <p>The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.</p> <table border="1"> <thead> <tr> <th>Term</th><th>Puzzle (Unit)</th><th>Content</th></tr> </thead> <tbody> <tr> <td>Autumn</td><td>Being Me in My World</td><td>Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.</td></tr> <tr> <td>Autumn</td><td>Celebrating Difference</td><td>Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act</td></tr> <tr> <td>Spring</td><td>Dreams and Goals</td><td>Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society</td></tr> </tbody> </table>	Term	Puzzle (Unit)	Content	Autumn	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.	Autumn	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act	Spring	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
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	<ul style="list-style-type: none"> <li>• The price of life</li> <li>• Assessment</li> </ul> <p><b>Topic 4 – Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Me and my health</li> <li>• Healthy choices on managing stress</li> <li>• Healthy choices on substances</li> <li>• Substance misuse and exploitation</li> <li>• Healthy choices on medicines and immunisation</li> </ul> <p><b>Topic 5 – Changing Me</b></p> <ul style="list-style-type: none"> <li>• Different types of relationship</li> <li>• What's in a relationship?</li> <li>• Looks and smiles</li> <li>• Does watching pornography help people to understand relationships?</li> <li>• Alcohol and risk</li> </ul> <p><b>Topic 6 – Relationships</b></p> <ul style="list-style-type: none"> <li>• Being in control of myself</li> <li>• Being in control of my relationships</li> <li>• Being in control of my personal space</li> <li>• Managing control and coercion in relationships</li> <li>• Being in control of social media</li> </ul>	<b>Spring</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
		<b>Summer</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
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## Appendix 2: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships, Sex and Health 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			
Member of staff		Date	

Helen McClure

Updated 1.09.22

Review 1.09.23