

# Highfield CE Primary School

## RSHE Policy 2026



**Approved by:** The governing body  
(FBG)

**Date:**  
13.7.26

**Last reviewed on:** 13.7.26

**Next review due by:** 13.7.28

Relationships Sex and Health Education (RSHE) is underpinned by two key biblical passages:

***So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)***  
***I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)***

#### **Rationale:**

The teaching and learning of Relationship and Sex Education (RSE) reflects the ethos of the school's Christian foundation by nurturing the development of each individual child namely that :

RSHE in a Church of England school should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is the rationale for the policy at Highfield Church of England Primary school.

#### **Definition and philosophy:**

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (see Annex A)

Relationship and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage and stability for family life and loving relationships, respect, love and care. It is not about promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is also about understanding the importance of consent and trust in healthy relationships and understanding the significance of mental health and wellbeing in everyday life. *The governors of Highfield CE Primary School have formally decided, after consultation with staff, that Sex Education is included as an important but non-statutory element of the school curriculum. We have committed to retain our current choice to continue to teach age-appropriate*

*sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.*

In our modern environment, our RSE delivery will enable our pupils to understand how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way. Within our philosophy of working in partnership with parents, we expect that this policy will support and be supported by parents to children within their individual family groups.

#### **Aims:**

At Highfield school, we aim to promote healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

Relationships and Sex Education (RSE) will aim to help our children and young people to develop and become successful happy adults who make a meaningful contribution to society. Working within the context of our school aims we will seek to ensure that the whole programme:

- takes place within a moral context and an emphasis on loving relationships;
- recognises and celebrates the diversity of relationships and families within our community, and promotes respect, dignity, equality and understanding for all.
- is provided by staff who are sensitive to the concerns and needs of pupils and their families; Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. It is understood that families of many forms provide a nurturing environment for children.
- is taught in a way which does not encourage pupils answering personal questions or revealing private or family situations;
- ensures pupils understand they are being trusted to use information acquired in lessons in a responsible way;
- recognises pupils' different backgrounds and varying levels of physical and emotional maturity.

**Curriculum Learning:**

RSE will be taught within the personal, social, health and economic (PSHE) education curriculum, which will require regular timetabled curriculum time like any other subject. Biological aspects of RSE will be taught within the National Curriculum Science.

At our school, Sex and Relationship Education contributes to the foundation of PSHE & Citizenship by ensuring that all pupils:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their body works;
- can protect themselves and ask for help and support;
- are prepared for puberty.

Pupils will develop age-appropriate digital literacy skills, including understanding how online content may be generated, selected, targeted or manipulated, and how to critically evaluate information encountered online.

In Year 5 and Year 6, formal teaching of Sex Education will take place annually in the Summer Term. Parents will be informed in advance and will have the opportunity to meet with teachers, discuss the content of the programme and view the teaching materials and resources that will be used. The school will provide clear information about curriculum content and respond to any questions or concerns raised by parents and carers in line with statutory guidance. This is preceded by a wealth of linked topics throughout the school in science, PSHE, art and RE:

*Whole school* – Emotional Health and Wellbeing and developing emotional literacy and self-esteem.

*Foundation Stage*: toileting and washing hands, body parts

*KS1*: body parts, senses, families and people who care for me, my body is important, feelings and emotions, growing and changing, valuing differences, economic wellbeing, healthy and respectful relationships, keeping healthy, online safety, changes and caring friendships.

*Y3&4* – families and people who care for me, citizenship, feelings and emotions, growing and changing, valuing differences, economic wellbeing, healthy and respectful relationships, keeping healthy, online safety, hazards, changes and caring friendships.

*Y5&6* – families and people who care for me, citizenship, feelings and emotions, growing and changing, valuing differences, economic wellbeing, healthy and respectful relationships, keeping healthy, online safety, hazards, changes and caring friendships.

Sex Education: There is also no right to withdraw from sex education as part of the science curriculum namely: the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Our sex education programme is tailored to the age and the physical and emotional maturity of the pupils. 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 when they are in Year 5 and 6.

Please see Annex A for a curriculum overview for KS1 and KS2 as well as the Statutory programme of study that guides and informs this.

Annex B shows a more detailed account of the teaching and learning in PSHE lessons for KS1. Annex C shows a more detailed account of the teaching and learning in PSHE lessons for KS2.

**Teacher delivery and confidentiality:**

All teaching staff have a responsibility to deliver RSHE lessons in a positive and sensitive manner. Teachers have a responsibility to ensure the safety and welfare of pupils. The personal beliefs and attitudes of teachers will not influence the teaching of Sex and Relationship Education within the PSHE & Citizenship framework. Teachers will also consider lifelines, friendship circles and self-esteem in the teaching of RSE. For elements of puberty, discussed in Year 5 and 6, these sessions are segregated so that boys and girls access the content independently and can engage with it without distraction.

Staff do not have the right to opt out of teaching PSHE or RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Teachers adhere to the following guidance on confidentiality:

- reassuring pupils that their best interests will be maintained;
- encouraging pupils to talk to their parents or carers and giving them support to do so;
- ensuring that pupils know that teachers cannot offer unconditional confidentiality;
- reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- if there is any possibility of abuse, following the school's child protection procedure;
- making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service;
- using ground rules in lessons, including the use of scientific and age-appropriate vocabulary in discussion.
- disclosure made by a pupil which raises a safeguarding concern will be managed in accordance with the school's Safeguarding and Child Protection Policy.

### **Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement. Adaptations may include differentiated resources, pre-teaching of vocabulary, visual supports, small-group teaching and additional adult support where appropriate.

### **Parents' right to withdraw**

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. The school is committed to being open and transparent about the content of its RSHE curriculum and the resources used to teach it. Parents and carers will be given opportunities to discuss curriculum content, view teaching materials and ask questions about the programme. In promoting this objective, we:

- Make available online, via the school's website, this PSHE and RSHE Policy;
- Answer any questions that parents may have about the RSHE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE/PSHE in the school;

• Inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing

responsibilities. Removal of children may create a social and emotional effect of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

We have committed to retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary school as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. There is also no right to withdraw from sex education as part of the science curriculum namely: the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

### **Monitoring arrangements**

The delivery of RSE is monitored by the senior leadership team through:

Monitoring includes lesson observations, learning walks, curriculum reviews, pupil voice, staff feedback, scrutiny of planning and resources, and governor monitoring to ensure compliance with statutory RSHE requirements.

Governors are responsible for ensuring that

- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation including meeting the charter;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

This policy will be reviewed every two years. At every review, the policy will be approved by the Foundation Governors, governing body and headteacher.

*Other relevant School Policies are PSHE and Citizenship, Behaviour, Science, Safeguarding, Bullying, Well-Being, Equality & Diversity, E-safety and Health & Safety with reference to Section C of the School Values.*

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Full Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### **Healthy High 5**

As part of education of mental wellbeing and physical health, we look to teach children about the importance of living a healthy lifestyle and how to do this. We promote the 5 Healthy High 5 strands (physical activity, water access, nurturing nature, mindfulness minute and healthy lunches and snacks) fluidly throughout PSHE lessons to educate children on the positive impacts of healthy choices.

### **Equality Act 2010**

RSHE will be delivered in accordance with the Equality Act 2010. Teaching will be inclusive, age-appropriate and accessible to all pupils. The school will not unlawfully discriminate on the basis of any protected characteristic.

## **Annex A**

### **A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>**

In Highfield CE Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

#### **We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions appropriate to their age and stage of development.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

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<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

### **Aims of the RSE Curriculum – objective led**

**By the end of primary school children will know these key areas:**

### **Relationships education: content to be covered by the end of primary**

#### **Families and people who care for me**

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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**

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

#### **Respectful, kind relationships**

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

### **Online safety and awareness**

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

### **Being safe**

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

## **Primary health and wellbeing: content to be covered by the end of primary**

### **General wellbeing**

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

### **Wellbeing online**

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

### **Drugs, alcohol and tobacco and vaping**

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

### **Health protection and prevention**

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

### **Personal safety**

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

### **Basic first aid**

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

### **Developing bodies**

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

**ANNEX B****Long term plan/Curriculum overview for KS1 and KS2.****LONG TERM PLAN****Subject: PSHE (RSE)****Key Stage: 1 and 2****Year Groups: All**

|         | Autumn 1                               | Autumn 2                                       | Spring 1                     | Spring 2                                                | Summer 1                                             | Summer 2                                  |
|---------|----------------------------------------|------------------------------------------------|------------------------------|---------------------------------------------------------|------------------------------------------------------|-------------------------------------------|
| YR      | Celebrating me, you and our families   | Making friends: Playing and learning together  | Mental health and wellbeing. | Being healthy.                                          | Safety outside the home.                             | Me, my body and staying safe.             |
| KS1 C1  | Celebrating me, you and our families.  | Making friends: playing and learning together. | Mental health and wellbeing. | Being healthy.                                          | Safety at home.                                      | Showing kindness to ourselves and others. |
| KS1 C2  | Me, my body and staying safe.          | Keeping safe online.                           | Mental health and wellbeing. | Money and work.                                         | Keeping safe outside the home.                       | Looking back and moving on.               |
| Y3/4 C1 | Me, my friends and belonging.          | Making choices online.                         | Mental health and wellbeing  | Building healthy habits.                                | Keeping safe out and about.                          | Looking out for each other.               |
| Y3/4 C2 | Families and growing together.         | Forming respectful relationships.              | Mental health and wellbeing  | Money matters and news literacy.                        | Exploring ways to manage risk.                       | Me, my body and growing up.               |
| Y5/6 C1 | Friendships, stereotypes and bullying. | Safe connections online.                       | Mental health and wellbeing  | Positively engaging with our world (Y6- Drug education) | Embedding healthy habits and learning first aid.     | Changes in puberty (and sex education).   |
| Y5/6 C2 | Respecting boundaries.                 | Developing our AI literacy.                    | Mental health and wellbeing  | Managing money and online spending.                     | Looking to the future (enterprise) (Y6- Knife crime) | Changes in puberty (and sex education).   |

Curriculum overview for KS1.**LONG TERM PLAN****Subject: PSHE (RSE)****Key Stage 1 (Year Groups: 1, 2)**

| Cycle    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>1</b> | <p><b>Celebrating me, you and our families</b></p> <p>This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.</p> <p><b>Suggested lessons:</b><br/>Personal identity – KS1<br/>L1: All different, all special<br/>Belonging and community – KS1<br/>L1: Sameness and difference<br/>Families – KS1<br/>L1: What makes a family?<br/>L2: Different families</p> | <p><b>Making friends: playing and learning together</b></p> <p>This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.</p> <p><b>Suggested lessons:</b><br/>Ground rules, rule! – KS1<br/>Learning and playing together – KS1<br/>Friendship and bullying – KS1<br/>L1: Let's be friends<br/>L2: Let's make up<br/>L3: Let's be kind<br/>Consent – KS1<br/>L1: Asking for permission</p> <p><i>Anti-Bullying Week is normally the second or third week in November.</i></p> | <p><b>Mental health and wellbeing.</b></p> <p>This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.</p> <p><b>Suggested lessons:</b><br/>Foundations for Wellbeing – Y1<br/>L1: Noticing feelings<br/>L2: Distraction<br/>L3: Paying attention to pleasant feelings<br/>L4: Helpful and unhelpful thoughts<br/>L5: Reacting</p> <p><i>Children's mental health week is normally the first or second week of February.</i></p> | <p><b>Being healthy.</b></p> <p>This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety. Water safety.</p> <p><b>Suggested lessons:</b><br/>Keeping safe: Sun safety – KS1<br/>L1: Keeping safe in the sun<br/>The sleep factor – KS1<br/>L1: Ready for sleep<br/>Food for thought – KS1<br/>L1: Keeping healthy with food and drink<br/>Dental health – KS1<br/>L1: Looking after our teeth<br/>The importance of handwashing – KS1<br/>RNLI resources</p> | <p><b>Safety at home.</b></p> <p>This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines. Also talk PANTS rules can help keep children safe.</p> <p><b>Suggested lessons:</b><br/>Keeping safe at home – KS1<br/>L1: Keeping safe at home<br/>Drug education – KS1<br/>L1: Keeping safe<br/>L2: Keeping healthy<br/>L3: Medicines and household Products<br/>NSPCC: Talk PANTS – 5-7<br/>L1: PANTS power<br/>L2: More PANTS power</p> | <p><b>Showing kindness to ourselves and others.</b></p> <p>This unit revisits learning about feelings and explores the importance of kindness. Also prepare for next year: Feeling associated with change, new classroom, friends and teacher etc. Transition from v2-v3 too.</p> <p><b>Suggested lessons:</b><br/>OHID: Every mind matters – KS1<br/>L1: Emotions<br/>L2: Kindness<br/>L3: Self-care</p> <p>Embracing change and new challenges – KS1<br/>L1: Moving to a new class</p> |
| <b>2</b> | <p><b>Me, my body and staying safe.</b></p> <p>This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.</p> <p><b>Suggested lessons:</b><br/>Medway: Changing and growing up – KS1<br/>L1: My special people<br/>L2: Growing up – the human life cycle<br/>L3: Everybody's body</p>                                                | <p><b>Keeping safe online.</b></p> <p>This unit explores how online content can impact feelings and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).</p> <p><b>Suggested lessons:</b><br/>CEOP: Jessie and Friends – KS1<br/>L1: Watching videos<br/>L2: Sharing pictures<br/>L3: Playing games<br/>BBFC: Watch out! – KS1</p>                                                                                                                                                                                      | <p><b>Mental health and wellbeing.</b></p> <p>This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement).</p> <p><b>Suggested lessons:</b><br/>Foundations for Wellbeing – Y2<br/>L1: Noticing and naming feelings<br/>L2: Different distractions<br/>L3: Changing thoughts and feelings</p>                                                           | <p><b>Money and work</b></p> <p>This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.</p> <p><b>Suggested lessons:</b><br/>The Careers and Enterprise Company: Careers explorers – KS1<br/>L1: Strengths and interests<br/>L2: Different jobs</p>                                                                                                                                                  | <p><b>Keeping safe outside the home.</b></p> <p>This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency or call 999 themselves if they need to. Water safety.</p> <p><b>Suggested lessons:</b><br/>Road and rail safety – KS1<br/>L1: Crossing the road<br/>L2: Keeping safe around Railways<br/>RNLI resources.</p>                                                                                                                | <p><b>Looking back and moving on.</b></p> <p>Use this unit to consolidate learning (especially v2) – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to new classes. Transition from v2-v3 too.</p> <p><b>Suggested lessons:</b><br/>Foundations for Wellbeing:</p>                                                                |
|          | <p>L1: PANTS power<br/>L2: More PANTS power</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>viewing choices<br/>L2: Keeping viewing choices Safe</p> <p><i>Anti-Bullying Week is normally the second or third week in November.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>thoughts<br/>L5: Reactions and responses<br/>Change, loss and grief – KS1<br/>L1: What happens when things change?</p> <p><i>Children's mental health week is normally the first or second week of February.</i></p>                                                                                                                                                                                                                                                                                                     | <p>L1: What is money?<br/>L2: Money choices</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>embedding activities in year 2 lessons.<br/>Embracing change and new challenges – KS1<br/>L1: Moving to a new class</p>                                                                                                                                                                                                                                                                                                                                                               |

Curriculum overview for Lower KS2.

|  <b>LONG TERM PLAN</b> <b>Subject: PSHE (RSE)</b> <b>Lower Key Stage 2 (Year Groups: 3, 4)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Cycle                                                                                                                                                                           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>1</b>                                                                                                                                                                        | <b>Me, my friends and belonging.</b><br><br>This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.<br><br><b>Suggested lessons:</b><br>Personal identity – KS2<br>L1: Personal identity<br>Medway: Changing and growing up – Y3<br>L1: What makes a good friend<br>L2: Falling out with friends<br>Belonging and community – Y3-4<br>L2: Belonging to a community | <b>Making choices online.</b><br><br>This unit explores how to protect information online and make choices about online content, including understanding age ratings.<br><br><b>Suggested lessons:</b><br>NSCS: <del>Cyber</del> <b>Spotters</b> – KS2<br>L1: Creating and managing passwords<br>L2: Protecting your devices<br>BBFC: Let's watch a film – KS2<br>L1: What can we watch?<br>L2: Can we choose what to watch?<br><br><i>Anti-Bullying Week is normally the second or third week in November.</i> | <b>Mental health and wellbeing.</b><br><br>Building on the learning in KS1, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.<br><br><b>Suggested lessons:</b><br>Foundations for Wellbeing – Y3<br>L1: Exploring emotions<br>L2: Understanding distraction<br>L3: Managing thoughts and emotions<br>L4: Managing worries<br>L5: Managing responses<br><br><i>Children's mental health week is normally the first or second week of February.</i> | <b>Building healthy habits.</b><br><br>This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.<br><br><b>Suggested lessons:</b><br>Food for thought – KS2<br>L1: Healthier eating and drinking habits<br>L2: Healthier eating – choices and influences<br>L3: Ready, set, cook!<br>Dental health – KS2<br>L1: Exploring dental health                                     | <b>Keeping safe out and about.</b><br><br>This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.<br><br><b>Suggested lessons:</b><br>Keeping safe: Sun safety – KS2<br>L1: Managing risk in the sun<br>Road and rail safety – KS2<br>L4: Risks and keeping safe<br>Environment agency – KS2<br>L1: Canals and rivers<br>L2: Flood alert!<br><br>RNLI resources                                                                  | <b>Looking out for each other.</b><br><br>This unit explores the basics of first aid, and how to make an efficient call to the emergency services. Also talk PANTS rule to keep bodies safe.<br><br><b>Suggested lessons:</b><br>St John's Ambulance: First aid – KS2<br>L1: Allergies<br>L4: Bites and stings<br>L7: Calling for help<br>NSPCC: Talk PANTS – ages 7-9<br>L1: Building confidence<br><br><i>Prep for emotions linked to changes, new classes etc.</i>                                          |
| <b>2</b>                                                                                                                                                                        | <b>Families and growing together.</b><br><br>This unit supports pupils' understanding of diverse family structures, and how families can change.<br><br><b>Suggested lessons:</b><br>Families – KS2<br>L1: Family relationships<br>L2: Diverse families<br>L3: Family changes<br>Committed relationships and family life – KS2<br>L1: Marriage and partnership                                                                        | <b>Forming respectful relationships.</b><br><br>This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness.<br><br><b>Suggested lessons:</b><br>Friendship and bullying – Y3-4<br>L1: Valuing friendships<br>L2: Friendship challenges<br>L3: What is bullying<br>OHID: Every mind matters – KS2<br>L1: Kindness                                                                                                                                | <b>Mental health and wellbeing.</b><br><br>Building on the learning in year KS1, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing.<br><br><b>Suggested lessons:</b><br>L1: Describing emotions<br>L2: Understanding internal and external distractions<br>L3: Exploring different thinking habits<br>L4: Different ways to manage worries<br>L5: Strategies for calm<br>Change, loss and grief – Y3-4<br>L2: How do people manage change and loss?                             | <b>Money matters and news literacy.</b><br><br>This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.<br><br><b>Suggested lessons:</b><br>Money and wellbeing – Y4<br>L1: How money is used<br>L2: Making decisions about money<br>Guardian Foundation: <b>NewsWise</b> – ages 7-9<br>L4: How news affects feelings<br>L6: Fake or real news? | <b>Exploring ways to manage risk.</b><br><br>This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. Fire, rail, road and water safety.<br><br><b>Suggested lessons:</b><br>Firework safety – KS2<br>L1: Firework safety<br>Keeping safe at home – KS2<br>L2: Keeping safe at home<br>Road and rail safety – KS2<br>L3: Independently crossing the road<br>Exploring risk in relation to gambling – KS2 | <b>Me, my body and growing up.</b><br><br><b>YEAR 3 –</b><br>This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.<br><br><b>Suggested lessons:</b><br>NSPCC: Talk PANTS – ages 7-9<br>L1: Building confidence<br>L2: Growing up – the human life cycle<br>L3: Everybody's body                                                                  |
|                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>Anti-Bullying Week is normally the second or third week in November.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Children's mental health week is normally the first or second week of February.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>L7: Question</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | L1: Exploring risk<br>Drug education – Y3-4<br>L1: Medicines and household products<br>L2: Smoking, vaping and alcohol.<br><br>RNLI resources.                                                                                                                                                                                                                                                                                                                                      | <b>REVISIT - Medway: Changing and growing up – KS1</b><br><br><b>Year 4 ONLY –</b><br>This unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe.<br><br><b>Suggested lessons:</b><br>Medway: Changing and growing up – Y4-5<br>L1: Time to change<br>L2: Menstruation and wet dreams<br>L3: Personal hygiene<br>L4: Emotions and feelings<br><br><i>Prep for emotions linked to changes, new classes etc.</i> |

## Curriculum overview for Upper KS2.



## LONG TERM PLAN

## Subject: PSHE (RSE)

## Upper Key Stage 2 (Year Groups: 5, 6)

| Cycle    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>1</b> | <p><b>Friendships, stereotypes and bullying.</b></p> <p>This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views.</p> <p><b>Suggested lessons:</b><br/>Friendship and bullying – Y5-6<br/>L1: Including others<br/>L2: Positive and respectful friendships<br/>L3: Bullying and its impact<br/>Belonging and community – Y5-6<br/>L3: Challenging stereotypes<br/>L4: Addressing extremism</p>                                                                             | <p><b>Safe connections.</b></p> <p>This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime.</p> <p><b>Suggested lessons:</b><br/>CEOP: Play, like, share – ages 8-10<br/>L1: Block him right good, Alfie!<br/>L2: Who's Magnus?<br/>L3: They have fans, we have friends!<br/>CEOP: Connect – Y5-6<br/>L1: Respectful relationships<br/>L2: Socialising online<br/>NCA: Making the right <b>CyberChoices</b> – Y5-6</p> <p><i>Anti-Bullying Week is normally the second or third week in November.</i></p>                                                                                                               | <p><b>Mental health and wellbeing.</b></p> <p>This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.</p> <p><b>Suggested lessons:</b><br/>Foundations for Wellbeing – Y5<br/>L1: Noticing and naming emotions<br/>L2: Directing attention and managing distractions<br/>L3: Changing thinking habits<br/>L4: Rumination and worry<br/>L5: Managing reactivity</p> <p><i>Children's mental health week is normally the first or second week of February.</i></p>                                                                            | <p><b>Positively engaging with our world</b></p> <p>This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.</p> <p><b>Suggested lessons:</b><br/>Guardian Foundation: <b>NewsWise</b> – ages 9-11<br/>L3: Managing feelings about the news<br/>L5: Spotting fake news<br/>L6: Understanding that news is targeted<br/>UCL: Climate change - empathy and agency – KS2<br/>L1: Connecting with nature<br/>L2: Everyday actions<br/>L3: Doing it together</p> <p><b>Y6 only (additional lesson or workshop from the police)<br/>Drug education: assessing risk and managing influences</b></p> <p>This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.</p> | <p><b>Embedding healthy habits and learning first aid.</b></p> <p>This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. Water safety.</p> <p><b>Suggested lessons:</b><br/>Melanoma Fund: Sun quarding schools – KS2<br/>Sure: Breaking limits – KS2<br/>L1: Confident mover<br/>L2: Team player<br/>L3: Goal setter<br/>St John's Ambulance: First aid – KS2<br/>L2: Asthma<br/>L9: Head injuries</p> <p>RNLI resources</p>                                                                                                                                                                            | <p><b>Y5 - Me, my body and growing up.</b></p> <p>This unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe.</p> <p><b>Suggested lessons:</b><br/>Medway: Changing and growing up – Y4-5<br/>L1: Time to change<br/>L2: Menstruation and wet dreams<br/>L3: Personal hygiene<br/>L4: Emotions and feelings<br/>NSPCC: Talk PANTS</p> <p><b>Y6 - Changes in puberty (and sex education*)</b></p> <p>This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.</p> <p><b>Suggested lessons:</b><br/>Medway: Changing and growing up – Y6<br/>L1: Puberty recap<br/>L2: Puberty – change and becoming independent<br/>L3: Positive, healthy relationships<br/>L4: How a baby is made*<br/>The sleep factor – KS2<br/>L1: Getting a good night's sleep</p> |
|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>*The parental right to withdraw applies to sex education.</b></p> <p><i>Prep for emotions linked to changes, new classes etc.</i><br/>Embracing change and new challenges – Y6<br/>L1: Moving to secondary school</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>2</b> | <p><b>Respecting boundaries.</b></p> <p>This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission.</p> <p><b>Suggested lessons:</b><br/>Consent – KS2<br/>L1: Giving and seeking permission<br/>L2: Personal boundaries<br/>L3: Appropriate and inappropriate touch<br/>NSPCC: Talk PANTS – ages 9-11<br/>L6: How can the PANTS rule help us?<br/>Female genital mutilation – Y5-6*<br/>L1: Keeping safe – FGM<br/>*See the Programme of Study for further guidance on teaching about FGM at the primary phase.</p> | <p><b>Developing our AI literacy.</b></p> <p>This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.</p> <p><b>Suggested lessons:</b><br/>Understanding AI: Rights, safety and wellbeing lessons<br/>L1: What is AI?<br/>L2: How does AI affect <b>our</b> rights?<br/>L3: What is an AI chatbot?<br/>Home office – Digital deception: Understanding deepfakes – Y5-6<br/>L1: The impact of generative AI<br/>L2: The ethics of AI images<br/>Pick your pics – Y5-6<br/>L1: Pick your pics</p> <p><i>Anti-Bullying Week is normally the second or third week in November.</i></p> | <p><b>Mental health and wellbeing.</b></p> <p>This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school for Y6s.</p> <p><b>Suggested lessons:</b><br/>L1: Describing emotions<br/>L2: Understanding internal and external distractions<br/>L3: Exploring different thinking habits<br/>L4: Different ways to manage worries<br/>L5: Strategies for calm<br/>Change, loss and grief – Y3-4<br/>L2: How do people manage change and loss?</p> <p><i>Children's mental health week is normally the first or second week of February.</i></p> | <p><b>Managing money and online spending.</b></p> <p>This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.</p> <p><b>Suggested lessons:</b><br/>Money and wellbeing – Y6<br/>L1: Money and emotional wellbeing<br/>L2: Being a critical consumer<br/>Exploring risk in relation to gambling – KS2<br/>L2: Chancing it!<br/>Online financial harms – KS2<br/>L1: Spending influences<br/>L2: Wellbeing and support</p>                                                                                                                                                                                                                              | <p><b>Looking to the future.</b></p> <p>This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.</p> <p>Also, a session to recap water safety and basic first aid/what to do in an emergency.</p> <p><b>Suggested lessons:</b><br/>The Careers and Enterprise Company: Careers explorers – KS2<br/>L1: Job skills<br/>L2: Choosing a career<br/>L3: Career routes<br/>Embracing change and new challenges – Y6<br/>L1: Moving to secondary School</p> <p>RNLI resources</p> <p><b>Y6 only (additional lesson or workshop from the police)<br/>Knife crime: assessing risk and managing influences</b></p> | <p><b>Y5 - Me, my body and growing up.</b></p> <p>This unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe.</p> <p><b>Suggested lessons:</b><br/>Medway: Changing and growing up – Y4-5<br/>L1: Time to change<br/>L2: Menstruation and wet dreams<br/>L3: Personal hygiene<br/>L4: Emotions and feelings<br/>NSPCC: Talk PANTS</p> <p><b>Y6 - Changes in puberty (and sex education*)</b></p> <p>This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.</p>                                                                                                                                                                                                                                                                                       |

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|  |  |  |  |  |  | <p> L1: Puberty recap<br/> L2: Puberty – change and becoming independent<br/> L3: Positive, healthy relationships<br/> L4: How a baby is made*<br/> The sleep factor – KS2<br/> L1: Getting a good night's sleep<br/> *The parental right to withdraw applies to sex education.<br/><br/> <i>Prep for emotions linked to changes, new classes etc.</i> </p> |
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