

Highfield CE Primary School

RSHE Policy 2024 2026



Approved by:	The Governing Body (FBG)	Date: 23.4.24
Last reviewed on:	23.4.24	
Next review due by:	23.4.25	

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;
- affirms Christian teaching on marriage as outlined in the Common Worship marriage service, whilst recognising the diversity of lifestyle and respecting other values and beliefs of groups within the community;
- 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.

In Year 5 and Year 6 formal teaching of Sex Education will take place annually in the Summer term. Parents will be informed prior to this and have the opportunity to meet with teachers and view the materials. 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 RSE 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 RSE. Staff who have concerns about teaching RSE 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.

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

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. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, 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: Lesson observations, learning walks, feedback from staff and children.

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.

Annex A

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

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 the Equality Act² 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.

¹ 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.

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

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.

Aims of the RSE Curriculum – objective led

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

Families and people who care for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Mental wellbeing

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), 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).
- 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.

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know

- what constitutes a healthy diet
- the principles of planning and preparing a range of healthy meals.

- 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

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

ANNEX B

Long term plan/Curriculum overview for KS1 and KS2.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 C1	Physical health and fitness.	Mental wellbeing - managing emotions.	Families and people who care for me.	Caring friendships.	Rights and responsibilities.	Growing and changing.
KS1 C2	Healthy lifestyles – Physical activity, diet, teeth, hygiene, and mental wellbeing.	Keeping safe – Boundaries and understanding when to say no.	Feelings and emotions.	Healthy relationships.	Money.	Friendships – Managing conflict.
Y3/4 C1	Mental wellbeing – Self-care.	Internet safety and harms.	Healthy relationships.	Families and people who care for me - Valuing difference.	Responsibility – Caring for our environment.	Self-awareness - setting goals.
Y3/4 C2	Keeping safe online.	Healthy lifestyles and exercise.	Feelings and emotions – mental wellbeing.	Safe relationships.	Money.	Belonging to a community.
Y5/6 C1	Health and prevention.	Mental wellbeing online.	Safe relationships – digital resilience.	Respectful relationships – Valuing difference.	Rights and responsibility - British values.	Changing adolescent body – Sex education.
Y5/6 C2	Mental wellbeing.	Drugs, alcohol, tobacco and basic first aid.	Keeping safe – Boundaries and privacy.	Healthy relationships – Peer influence.	Money and work.	Changing adolescent body – Sex education.

Curriculum overview for KS1.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Core Theme 1: Health and Wellbeing.</i>		<i>Core Theme 2: Relationships.</i>		<i>Core Theme 3: Living in the Wider World.</i>	
1	Physical health and fitness. Aim of these sessions: To know the characteristics and mental and physical benefits of an active lifestyle. To understand 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. To know the risks associated with an inactive lifestyle (including obesity). To know how and when to seek support including which adults to speak to in school if they are worried about their health.	Mental wellbeing - managing emotions. Aim of these sessions: To learn that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils should know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions humans experience in relation to different experiences and situations. Children should know 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. Pupils should know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <i>Additional lesson/circle time for National Anti-Bullying Week (usually 16th-20th Nov).</i>	Families and people who care for me. Aim of these sessions: To identify their special people (family, friends, and carers), know that families are important for children growing up because they can give love, security and stability. Understand the characteristics of healthy family life, commitment to each other, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. To know 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. To understand 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.	Caring friendships. Aim of these sessions: How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. To learn that people's bodies and feelings can be hurt. To communicate their feelings to others, to recognise how to show feelings and how to respond. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Rights and responsibilities. Aim of these sessions: To know why we have rules in class and in school (link to British values – the rule of law). To know that people and other living things have needs and to recognise their own responsibility to meet those needs. To take part in discussions/simple debate with others about topical issues. To know the importance of being polite and courteous and well mannered. To take part in discussions and express opinions, agreements and disagreements. To understand everyone is unique and can belong to different groups and communities.	Growing and changing. Aim of these sessions: To understand that change and loss can affect feelings, including moving home, class, losing a pet etc. To know that people can do different things according to age and development and that people grow from young to old. To recognise that peoples' needs change with age. To understand that difficulties can be overcome and to identify people who have overcome challenges. <i>(Prep for next year): Focus on change, loss and associated feelings –moving classroom, change of friends, new teacher.</i>
2	Healthy Lifestyles - Looking at the importance of physical activity, diet, teeth, personal hygiene, and mental wellbeing to stay healthy. Aim of these sessions: To understand what constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the principles of planning and preparing a range of healthy meals, including the benefits of physical activity, rest, healthy eating, and dental health and the benefits of good oral hygiene and dental flossing.	Keeping Safe – Boundaries and understanding when to say no. Aim of these sessions: To learn rules for, and ways of keeping emotionally safe, who to go to if they are worried and how to attract their attention. Recognising privacy Know they have a responsibility to keep themselves and others safe and understand when to say "yes", "no", "I'll ask" and "I'll tell". To know about the concept of privacy and the implications of it for both children and adults, including that it is not always	Feelings and emotions. Aim of these sessions: To recognise and name feelings (anger, fear & worry). To know what makes me happy. To know what to do if I feel sad. To recognise that behaviour affects others and that when I am sad, I will feel better and how to enable me to achieve this have bad feelings as long as I know ways to feel happy again. To know that sometimes things will go the way we want them to and other time they won't. To understand the importance to try and to have a Growth	Healthy relationships.. Aim of these sessions: Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn	Money. Aim of these sessions: To understand the importance of money. A basic understanding of enterprise. To be aware of how money plays an important part in people's lives, where it comes from, keeping it safe and the importance of managing it effectively. To understand that there are some things people have to buy and some things we choose to buy. To know what charities are for and what some might do. To recognise the coins and notes we use and know different ways that money	Friendships – Managing conflict. Aim of these sessions: To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To know 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

Curriculum overview for KS2.

Year	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3,4	1	<p>Mental wellbeing – Self-care.</p> <p>Core Theme 1: Health and Wellbeing.</p> <p>Aim of these sessions: To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. To understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Recommended circle time at the start of the year - Settling in and making new friends.</p>	<p>Internet safety and harms.</p> <p>Core Theme 2: Relationships.</p> <p>Aim of these sessions: To know that for most people the internet is an integral part of life and has many benefits. To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental health. To know that bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. To know how to recognise and display respectful behaviour online and the importance of keeping personal information private. To understand why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Additional lesson/circle time for National Anti-Bullying Week (usually end of Nov).</p>	<p>Healthy Relationships.</p> <p>Core Theme 2: Relationships.</p> <p>Aim of these sessions: To understand 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. To know practical steps they can take in a range of different contexts to improve or support respectful relationships. To know the conventions of courtesy and manners. To understand 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. Develop strategies to solve conflict (negotiation and compromise). To recognise their actions affect themselves and others. To know ways to make other people feel good about themselves. To understand that relationships may change over time. To judge what kind of physical contact is acceptable or unacceptable – learning about private body parts and good / bad touching – NSPCC 'Parts Rule'. To know who to go to if I need help.</p>	<p>Families and people who care for me – Valuing difference.</p> <p>Core Theme 2: Relationships.</p> <p>Aim of these sessions: Understand the characteristics of healthy family life, commitment to each other, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. To understand that others' families 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. To know 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. To respect differences and similarities of a variety of minority groups including: Family, ethnicity, culture, religion, sexual orientation, disability and poor mental health</p>	<p>Responsibility – Caring for our environment.</p> <p>Core Theme 3: Living in the Wider World.</p> <p>Aim of these sessions: To know what can be harmful to the environment. To know ways to look after my local environment, i.e. school, home and local community. To understand what sustainability means. To make informed choices about my environment to help create a sustainable world. Protecting the environment; Compassion towards others. What rules are; caring for others' needs; looking after the environment.</p>	<p>Self-awareness - setting goals</p> <p>Core Theme 3: Living in the Wider World.</p> <p>Aim of these sessions: To work collaboratively towards shared goals and understand how rich and constructive feedback can benefit themselves and others (Link to Austin's butterfly). To know personal strengths and achievements, managing and reframing setbacks. Recognising what makes them unique and special; feelings; managing when things go wrong. I can describe how my body has changed since I was a baby. I can recognise what I am good at and set goals. To identify positive ways to face new challenges. To understand that emotions will change as I grow into an adult. To explain when a mistake has helped me to develop and to respond positively when challenges become difficult.</p> <p>Additional lesson/circle time (Prep for next year): Focus on change, loss and associated feelings – focussing on moving classroom, change of friends, new teacher, etc.</p>