

Marlbrook Primary School



St Martin's Primary School



Wellington Primary School



***Relationships and Sex Education Policy
September 2021***

Headteacher: Ms T A Kneale CBE

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1. Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Parents/carers have the rights to withdraw pupils from sex education (but not Relationships or Health Education) Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

RSE will be compulsory in primary schools from September 2020. Primary schools are required to teach the elements of sex education contained in the science curriculum, however, at Marlbrook, we have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Marlbrook Collaboration we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy (delayed due to Covid, but letters were sent out regarding the changes to the curriculum in November 2019. Year 5 and 6 parents were also informed of the content of the delivery of some aspects of RSE curriculum and given access to materials prior to teaching (Summer 2021). Opportunities were given for parents/carers to ask any relevant questions).
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

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

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by staff members, supported by the use of fpa.org.uk – Growing up with Yasmine and Tom.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict

- Discussion and group work

These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

9. Training

Staff may request training on the delivery of aspects of the RSE curriculum and the co-ordinator will be kept informed of any changes in the subject and disseminate this information to staff.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE co-ordinator through:

- planning scrutinies
- learning walks
- pupil interviews
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the relevant co-ordinator annually. At every review, the policy will be approved by the governing board.

APPENDIX 1
Marlbrook Collaboration Progression of Skills
2020-2021



Subject: PSHE/SMSC	Autumn		Spring		Summer	
Year 1 Value	Resilience	Kindness	Understanding	Honesty	Appreciation	Imagination
PSHE Core themes	H11 - about different feelings that humans can experience H19 - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H23 - to identify what they are good at, what they like and dislike R1 - about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	H35 - about what to do if there is an accident and someone is hurt R6 - about how people make friends and what makes a good friendship R7 - about how to recognise when they or someone else feels lonely and what to do R9 - how to ask for help if a friendship is making them feel unhappy R10 - that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12 - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and	H15 - to recognise that not everyone feels the same at the same time, or feels the same about the same things H16 - about ways of sharing feelings; a range of words to describe feelings H21 - to recognise what makes them special R4 - to identify common features of family life R5 - that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R23 - to recognise the ways in which they are the same and different to others	H34 - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R13 - to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14 - that sometimes people may behave differently online, including by pretending to be someone they are not R16 - about how to respond if physical contact	L3 - about things they can do to help look after their environment L10 - what money is; forms that money comes in; that money comes from different sources L11 - that people make different choices about how to save and spend money L14 - that everyone has different strengths L15 - that jobs help people to earn money to pay for things L16 - different jobs that people they know or people who work in the community do	H27 - about preparing to move to a new class/year group

		deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R21 - about what is kind and unkind behaviour, and how this can affect others R24 - how to listen to other people and play and work cooperatively	L4 - about the different groups they belong to L6 - to recognise the ways they are the same as, and different to, other people	makes them feel uncomfortable or unsafe R18- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20 - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard		
Stand-alone objectives	H1 - about what keeping healthy means; different ways to keep healthy H3 - about how physical activity helps us to stay healthy; and ways to be physically active everyday H4 - about why sleep is important and different ways to rest and relax H7 - about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8 - how to keep safe in the sun and protect skin from sun damage H9 - about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H17 - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H26 - about growing and changing from young to old and how people's needs change H30 - about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H32 - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely R25 - how to talk about and share their opinions on things that matter to them L1 - about what rules are, why they are needed, and why different rules are needed for different situations L8 - about the role of the internet in everyday life L9 - that not all information seen online is true					
Key Individuals/National Events/Outside Agencies		Anti-Bullying Week Road Safety Week	Scooter skills (Sustrans)	Comic Relief/Sport Relief (wellbeing week – mental/physical)	MY MONEY WEEK Consider enterprise project to carry out in Summer 2.	

				NSPCC PANTS assembly		
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Subject: PSHE/SMSC	Autumn		Spring		Summer	
Year 2 Value	Resilience	Kindness	Understanding	Honesty	Appreciation	Imagination
PSHE Core themes	H12 - how to recognise and name different feelings H13 - how feelings can affect people's bodies and how they behave H18 - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel H20 - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H23 - to identify what they are good at, what they like and dislike H24 - how to manage when finding things difficult H29 - to recognise risk in simple everyday situations and what action to take to minimise harm	H36 - how to get help in an emergency (how to dial 999 and what to say) R6 - about how people make friends and what makes a good friendship R8 - simple strategies to resolve arguments between friends positively R11 - about how people may feel if they experience hurtful behaviour or bullying R12 - that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R22 - about how to treat themselves and others with respect; how to be polite and courteous	H14 - how to recognise what others might be feeling H16 - about ways of sharing feelings; a range of words to describe feelings H22 - to recognise the ways in which we are all unique R3 - about different types of families including those that may be different to their own R5 - that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R23 - to recognise the ways in which they are the same and different to others L6 - to recognise the ways they are the same as, and different to, other people	H34 - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R13 - to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15 - how to respond safely to adults they don't know R17 - about knowing there are situations when they should ask for permission and also when their permission should be sought R19 - basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	L2 - how people and other living things have different needs; about the responsibilities of caring for them L12 - about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13 - that money needs to be looked after; different ways of doing this L14 - that everyone has different strengths L17 - about some of the strengths and interests someone might need to do different jobs	H27 - about preparing to move to a new class/year group

	H33 - about the people whose job it is to help keep us safe R2 - to identify the people who love and care for them and what they do to help them feel cared for L5 - about the different roles and responsibilities people have in their community			R20 - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard		
Stand-alone objectives	H2 - about foods that support good health and the risks of eating too much sugar H3 - about how physical activity helps us to stay healthy; and ways to be physically active everyday H5 - simple hygiene routines that can stop germs from spreading H6 - that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H8 - how to keep safe in the sun and protect skin from sun damage H9 - about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10 - about the people who help us to stay physically healthy H25 - to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H28 - about rules and age restrictions that keep us safe H31 - that household products (including medicines) can be harmful if not used correctly H32 - ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H37 - about things that people can put into their body or on their skin; how these can affect how people feel R25 - how to talk about and share their opinions on things that matter to them L1 - about what rules are, why they are needed, and why different rules are needed for different situations L7 - about how the internet and digital devices can be used safely to find things out and to communicate with others					
Key Individuals/National Events/Outside Agencies		Road Safety Talk (Hfd Council) Anti-Bullying Week Road Safety Week	Scooter skills (sustrans)	Comic Relief/Sport Relief (wellbeing week – mental/physical) NSPCC PANTS assembly	MY MONEY WEEK Consider enterprise project to carry out in Summer 2.	

Marlbrook Collaboration Progression of Skills
2020-21

Subject: PSHE/SMSC	Autumn		Spring		Summer	
Year 3 Value	Resilience	Kindness	Understanding	Honesty	Appreciation	Imagination
PSHE Core themes	H17 - to recognise that feelings can change over time and range in intensity H28 - to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H35 - about the new opportunities and responsibilities that increasing independence may bring H36 - strategies to manage transitions between classes and key stages L25 - to recognise positive things about themselves and their achievements; set goals	R6 - that a feature of positive family life is caring relationships; about the different ways in which people care for one another R10 - about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R12 - to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13 - the importance of seeking support if feeling lonely or excluded	H27 - to recognise their individuality and personal qualities R1 - to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2 - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R5 - that people who love and care for each other can be in a committed relationship	H42 - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R27 - about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret	L1 - to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4 - the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L17 - about the different ways to pay for things and the choices people have about this L20 - to recognise that people make spending decisions based on priorities, needs and wants L24 - to identify the ways that money can impact	

	to help achieve personal outcomes	R16 - how friendships can change over time, about making new friends and the benefits of having different types of friends R19 - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R30 - that personal behaviour can affect other people; to recognise and model respectful behaviour online	(e.g. marriage), living together, but may also live apart R7 - to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8 - to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R24 - how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25 - recognise different types of physical contact; what is acceptable and unacceptable; strategies		on people's feelings and emotions L26 - that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	
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			to respond to unwanted physical contact R31 - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32 - about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L6 - about the different groups that make up their community; what living in a community means			
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Stand-alone objectives	H1 - how to make informed decisions about health H2 - about the elements of a balanced, healthy lifestyle H6 - about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H8 - about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H10 - how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H12 - about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13 - about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14 - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15 - that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H21 - to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H37 - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38 - how to predict, assess and manage risk in different situations H40 - about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) R34 - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L11 - recognise ways in which the internet and social media can be used both positively and negatively L15 - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images					
Key Individuals/National Events/Outside Agencies		Anti-Bullying Week Road Safety Week		Pedestrian training	MY MONEY WEEK Consider enterprise project to carry out in Summer 2.	

Subject: PSHE/SMSC	Autumn		Spring		Summer	
Year 4 Value	Resilience	Kindness	Understanding	Honesty	Appreciation	Imagination
PSHE Core themes	H18 - about everyday things that affect feelings and the importance of expressing feelings H23 - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H28 - to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H35 - about the new opportunities and responsibilities that increasing independence may bring L25 - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	H43 - about what is meant by first aid; basic techniques for dealing with common injuries² H44 - how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R6 - that a feature of positive family life is caring relationships; about the different ways in which people care for one another R12 - to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	H25 - about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R2 - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3 - about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R7 - to recognise and respect that there are	H42 - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R28 - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	L2 - to recognise there are human rights, that are there to protect everyone L4 - the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L18 - to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L21 - different ways to keep track of money L24 - to identify the ways that money can impact on people's feelings and emotions	

		R14 - that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17 - that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R19 - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R30 - that personal behaviour can affect other people; to recognise and model respectful behaviour online	different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8 - to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R24 - how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26 - about seeking and giving permission (consent) in different situations R31 - to recognise the importance of self-respect and how this can affect their thoughts and feelings about		L28 - about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L30 - about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation	
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			themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32 - about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L7 - to value the different contributions that people and groups make to the community			
Stand-alone objectives	H3 - about choices that support a healthy lifestyle, and recognise what might influence these H6 - about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H8 - about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H10 - how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H12 - about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13 - about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14 - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health					

	H15 - that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H21 - to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H37 - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38 - how to predict, assess and manage risk in different situations H40 - about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) R34 - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L12 - how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L15 - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images					
Key Individuals/National Events/Outside Agencies		Anti-Bullying Week Road Safety Week		Pedestrian training	MY MONEY WEEK Consider enterprise project to carry out in Summer 2.	

Subject: PSHE/SMSC	Autumn		Spring		Summer	
Year 5 Value	Resilience	Kindness	Understanding	Honesty	Appreciation	Imagination
PSHE Core themes	H19 - a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H29 - about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking L25 - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	H43 - about what is meant by first aid; basic techniques for dealing with common injuries² H44 - how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say R6 - that a feature of positive family life is caring relationships; about the different ways in which people care for one another R9 - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R11 - what constitutes a positive healthy	H26 - that for some people gender identity does not correspond with their biological sex R2 - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3 - about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R7 - to recognise and respect that there are different types of family structure (including single parents, same-sex	H42 - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R23 - about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R29 - where to get advice and report concerns if worried about their own or someone else's	L3 - about the relationship between rights and responsibilities L5 - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L19 - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L22 - about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24 - to identify the ways that money can impact	

		friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15 - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18 - to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20 - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding	parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R21 - about discrimination: what it means and how to challenge it R22 - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R31 - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	personal safety (including online) L16 - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	on people's feelings and emotions L29 - that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31 - to identify the kind of job that they might like to do when they are older	
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		of others); how to report concerns and get support R30 - that personal behaviour can affect other people; to recognise and model respectful behaviour online	R33 - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L8 - about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities			
Stand-alone objectives	H4 - how to recognise that habits can have both positive and negative effects on a healthy lifestyle H7 - how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8 - about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9 - that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it? H11 - how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12 - about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13 - about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14 - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H16 - about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H22 - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H31 - about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H34 - about where to get more information, help and advice about growing and changing, especially about puberty H37 - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming					

	H39 - about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H41 - strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H48 - about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49 - about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50 - about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R34 - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L13 - about some of the different ways information and data is shared and used online, including for commercial purposes					
Key Individuals/National Events/Outside Agencies		Anti-Bullying Week Road Safety Week		Pedestrian training	Bikeability MY MONEY WEEK Consider enterprise project to carry out in Summer 2.	

Subject: PSHE/SMSC	Autumn		Spring		Summer	
Year 6 Value	Resilience	Kindness	Understanding	Honesty	Appreciation	Imagination
PSHE Core themes	H20 - strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	H43 - about what is meant by first aid; basic techniques for dealing with common injuries ² H44 - how to respond and react in an emergency situation; how to identify	H26 - that for some people gender identity does not correspond with their biological sex H45 - that female genital mutilation (FGM) is against British law, what to do and whom to tell if	H42 - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others;	L5 - ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	

	H24 - problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H29 - about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H36 - strategies to manage transitions between classes and key stages L25 - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	situations that may require the emergency services; know how to contact them and what to say R6 - that a feature of positive family life is caring relationships; about the different ways in which people care for one another R9 - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R11 - what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R15 - strategies for recognising and	they think they or someone they know might be at risk³ R2 - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R4 - that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R7 - to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R23 - about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R29 - where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L16 - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	L23 - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24 - to identify the ways that money can impact on people's feelings and emotions L27 - about stereotypes in the workplace and that a person's career aspirations should not be limited by them L32 - to recognise a variety of routes into careers (e.g. college, apprenticeship, university) to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	
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		managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R18 - to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20 - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R30 - that personal behaviour can affect other people; to recognise and model respectful behaviour online	R22 - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R31 - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33 - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L9 - about stereotypes; how they can negatively influence behaviours and			
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			attitudes towards others; strategies for challenging stereotypes L10 - about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced			
Stand-alone objectives	H5 - about what good physical health means; how to recognise early signs of physical illness H7 -how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8 - about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9 - that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it? H11 - how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12 - about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13 - about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14 - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H16 - about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H22 - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H30 - to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H32 - about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33 - about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ H34 - about where to get more information, help and advice about growing and changing, especially about puberty H37 - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H39 - about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe					

	H41 - strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H46 - about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47 - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48 - about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49 - about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50 - about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R34 - how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L14 - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information					
Key Individuals/National Events/Outside Agencies		Anti-Bullying Week Road Safety Week		Pedestrian training	Bikeability MY MONEY WEEK Consider enterprise project to carry out in Summer 2.	Road Safety Transition to High School talk

