Marston Thorold's Charity C of E Primary School

Marston Thorold's Charity Church of England Primary School

Personal, Social, Health and Economic (PSHE) & Relationships and Sex Education (RSE) Policy

Approved by:	**Full Governing Body**	**Date:**	**April 2026**
Last reviewed on:	**March 2026**		
Next review:	**March 2027**		

Contents

Aims 3
Statement of Intent 3
Legal Framework 4
Statutory Requirements 4
Roles and Responsibilities 4
Content and Delivery 7
Relationships and Sex Education 8
Pupils 8
Parents and Carers 8
Sex Education 9
Terminology 10
Delivery of the Curriculum 10
Relationships Education Overview 11
Health Education Overview 13
Working with External Experts 16
Withdrawal from Lessons 16
Equality and Accessibility 16
Curriculum Links 17
Behaviour 18
Staff Training 18
Confidentiality 18
Opportunities to Teach Safeguarding 18
Dealing with Difficult Questions 19
Monitoring Arrangements 19
Appendix 1 – Curriculum Map 21
Annex 2 Progression of Skills and Knowledge 27

Aims

The aims of personal, social, health and economic (PSHE) and relationships and sex education in our school are to:

- Support our pupil's personal and social development in our diverse ever-changing community.
- Weave our core values throughout our curriculum and school life to guide our pupils to become responsible, resilient and respectful members of society.
- Provide a positive environment, that nurtures, supports and listens, to enable our pupils to develop into considerate, positive and independent learners.
- Develop the partnership of home and school and provide the knowledge and understanding of PSHE and RSE to our school community.
- Ensure all children are aware of PSHE and RSE in all contexts, understand the rights and responsibilities of themselves and others as well
- Children develop the skills and attributes to deal effectively in a range of contexts and situations.

This will all be in line with our core School Vision:

Through our Christian Values and the legacy of Sir John Thorold, we strive to create an inclusive nurturing family where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

and British Values.

Statement of Intent

At Marston Thorold's Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to PSHE and relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based PSHE, relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our PSHE, relationships sex and health curriculum, providing clarity on how it is informed, organised and delivered.

We aim to outline the Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), linking this to Relationship and Sex Education (RSE) and PSHE to enable pupils to flourish and gain every opportunity to live fulfilled lives.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2024) 'Keeping children safe in education 2024' (KCSIE)
- Equality Act 2010

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- SEND Policy
- Equality Information and Objectives 2023-2027
- Anti-bullying Policy
- Online Safety Policy

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance.

Roles and Responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE and RSE Policy is implemented effectively.
- Ensuring that the PSHE and RSE Policy, as written, does not discriminate on any grounds or protected characteristics.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents/carers on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSE who supports the school and monitors RSE.
- Ensuring all staff receive ongoing training on issues related to PSHE and RSE and how to deliver lessons on such issues.
- Ensuring staff are up to date with policy changes, and familiar with school policy and guidance relating to PSHE/RSE.

The executive headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy **annually**.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/carers are fully informed of this policy.
- Reviewing requests from parents/carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents/carers.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE/RSE leader is responsible for:

- Ensuring that staff values and attitudes will not prevent them from providing a balanced PSH/RSE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.

- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE/RSE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.
- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the executive headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE/RSE subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Teaching Assistants (Tas) in order to meet pupils' individual needs.

Parents/carers will be responsible for:

- Enabling their children to grow and mature and to form healthy relationships.

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensure that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE/RSE.

Seeking additional support in this from the school where they feel it is needed

Content and Delivery

What we teach

As stated above, we teach the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

For the progression of PSHE, including health education, see the attached curriculum map (Appendix 1) and knowledge progression (Appendix 2) for more details about what we teach in each year.

How we teach it

- PSHE lessons take place weekly.
- Our PSHE curriculum is divided into 'bigger concepts': careers; drug, alcohol and tobacco education; financial capability and economic wellbeing; identity, society and equality; keeping safe and managing risk; mental health and emotional wellbeing and physical health and wellbeing (along with RSE)
- This year we are trialing a unit based on introducing the concept of 'spirituality' in the second half of the summer term in each year group, this will be evaluated at the end of 2024/25.
- Our PSHE and relationships curriculum is complimented by our Collective Worships and wider curriculum, including Science and RSE.
- Our PSHE and RSE curriculum is delivered by class teachers and supplemented by workshops and visits from outside agencies e.g. LGBT workshop.
- All children are included in our PSHE lessons through scaffolding, support, recap and pre-teaching.
- We ensure that teachers don't let their personal beliefs and attitudes influence teaching.
- We have adapted the You, Me, PSHE and Kapow schemes of work to suit the needs our children.
- Assessment has an integral part to play in each topic which enables progress to be made through self-reflection as well as group and class discussions. Work produced will also provide evidence for assessment.
- Progress in PSHE is reported to parents/carers in the end of year report.

Relationships and Sex Education

For the purpose of this policy:

- "**Relationships education**" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- "**Health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
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.

See Appendix 1 and 2 for more detail about how the curriculum is organised.

The PSHE/RSE lead is Helen Copson.

Pupils

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to PSHE/RSE, treat others with respect and sensitivity. Children are made aware of the ground rules in place regarding questions and confidentiality.

Parents and Carers

The school is very aware that the primary role in teaching PSHE/RSE to children lies with parents and carers, although we are also aware that this cannot be taken for granted. We wish to build positive and supportive relationships with the parents and carers of our

children at school to ensure that the children are aware of the important and necessary information they need. Including:

- Informing parents and carers about the school's PSHE/RSE policy and practice and the content of the relationships and health curriculum
- Answering any questions that parents/carers may have about how we teach PSHE/RSE in school.
- Taking seriously any issues that may be raised regarding PSHE/RSE.
- Informing parents and carers about best practice and how PSHE/RSE is taught and delivered in school.
- The delivery of the relationships and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.

The school will consult closely with parents/carers when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents/carers will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make. The school will permit parents/carers access to all curriculum materials where requested.

The school will work closely with parents/carers in reviewing the sex education curriculum, and will ensure the reviewed policy is uploaded to the website.

The school aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns and help parents/carers in managing conversations with their children on the issues covered by the curriculum. Parents/carers are also consulted in the review of this policy, and are encouraged to provide their views at any time.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents/carers are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy. Parents/carers are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Delivery of the Curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents/carers and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents/carers do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the RSE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given so as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Knowledge Recaps
- Written assignments
- Group presentations
- Group tasks
- Projects

Relationships Education Overview

Families and People who Care for Me

By the end of primary school, pupils will know:

- That families are important for them 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

By the end of primary school, pupils will 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful Relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

By the end of primary school, pupils will 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

Health Education Overview

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental Wellbeing

By the end of primary school pupils will 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 and nervousness.
- The scale of emotions that humans experience in response 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, and 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.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of 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

By the end of primary school, pupils will 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 by 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

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, Alcohol and Tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

By the end of primary school, pupils will 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, pupils will 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

By the end of primary school, pupils will 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 and key facts relating to the menstrual cycle.

Working with External Experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Withdrawal from Lessons

The school will always recognise that parents/carers have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents/carers do not have a right to withdraw their child from the relationships or health elements of the programmes.

The executive headteacher will automatically grant a parent/carer's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the executive headteacher will discuss the request with the parent/carers and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The executive headteacher will discuss with the parent/carer, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The executive headteacher will keep a record of the discussion between themselves, the pupil and the parent/carer. The parent/carer will be informed in writing of the executive headteacher's decision.

Where a pupil is withdrawn from sex education, the executive headteacher will ensure that the pupil receives appropriate alternative education.

Requests to withdraw a child from sex education will be made **in writing** to the executive headteacher.

For requests concerning the withdrawal of a pupil with SEND, the executive headteacher will take the pupils' specific needs into account when making their decision.

Equality and Accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

Curriculum Links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The executive headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Staff Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The executive 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.

Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning to them about life either at school or at home. Training about confidentiality will be provided to all teachers.

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the executive headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Opportunities to Teach Safeguarding

Further to the prescribed curriculum for RSE/PSHE, teaching will focus on safeguarding and preventative education.

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Preventative education will be adopted as a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

School has a clear vision and set of values which will be underpinned by the Behaviour Policy and pastoral support system as well as by a planned programme of evidence based PSHE/RSE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage development appropriate.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

Dealing with Difficult Questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include Knowledge Recaps, written tasks, group tasks and presentations.

Monitoring Arrangements

The delivery of PSHE/RSE is monitored by Ian Woolerton and the SLT through:

- Learning walks

- Monitoring planning
- Pupil voice
- Staff voice

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

Appendix 1 – Curriculum Map

How our curriculum supports mixed-age teaching

At Marston we know the unique challenges that come with working mixed-age classes. We have organised our content for Key Stage 1 and Key Stage 2 into a two-year cycle. In some areas, though we considered it important for the children to develop their knowledge and understanding each year as opposed to visiting it just once during a two-year cycle. Where this occurs the learning experiences in each cycle are different including success criteria and activities. Our long-term plan identifies where particular learning relates directly to the British Values. Our lessons use the Kapow resources to support its delivery.

It is importance that consideration is given, for the teaching of PSHE and RSE, to the emotional maturity of the and the appropriate age to introduce topics including puberty.

A spiral Curriculum

We use a spiral curriculum with the following principles in mind:

Increasing depth – Each time an area is revisited, it is covered in greater depth and increasing maturity.

Prior Knowledge – Prior knowledge is built upon so pupils can build on previous foundations rather than start again.

Key Areas

Our PSHE curriculum is organised so that each year the children learn about:

- **Family and relationships** – forming effective relationships with others, dealing with conflict and bullying and the importance of challenging stereotypes.
- **Health and wellbeing** – Learning strategies of looking after their physical and mental health. The importance of healthy eating and sufficient sleep as well as learning about immunisation and sun safety.
- **Safety and the changing body** - administering first aid in a range of situations including: stings, choking and stopping/slowing bleeding. Keeping safe online, when crossing the road and changes that occur during puberty.
- **Citizenship** – learning about human rights and the rights of a child, diversity, protecting the environment and diversity.
- **Economic well-being** – Making decisions about budgeting and spending
- **Identity (Y6 only)** – body image and what makes us who we are.

PSHE in EYFS

Personal and Social and Emotional Development

Autumn Term	Spring Term	Summer Term
Self-regulation Children routinely recognise others' emotions and comfort/are sensitive to individual needs. Children know how to use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please know how to we share?" Children understand that they have to wait for an adult or resource and know how to wait patiently. Children talk in detail about what they are going to do and what they will need Children know how to say "I have been/made…" I used …" I am really proud of …" children talk about improvements they have made Children know how to listen carefully and follow three step instructions. Children know how to listen to an adult and talk about what good listening is. **Managing Self** Children know how to talk about: - How to cross the road safely - Why a good night's sleep is important - Why we brush our teeth - How exercise affects our body - What foods are healthy for us. Children independently get changed for PE and know how to use buttons to get themselves dressed Children know how to put a painting apron on independently. Children know why we have rules and know how to explain what good behaviour is. Children know how to try different ways to solve a challenge. Children know how to say something they are proud of and talk about what they have learned (growth mindset focus) **Building Relationships** Children know how to listen to the views of others in play situations. Children respect others' ideas during play. Children routinely recognise others' emotions and comfort/are sensitive to individual needs.	**Health and Hygiene** Children know how to wash their hands independently. Children know how to manage their own toileting independently. Children know why we brush our teeth and begin to brush their teeth independently. Children begin to recognise what is meant by a healthy lifestyle (5 a day, 5 ways to wellbeing, picture books) **Fine Motor** Children know how to hold a knife and fork correctly Children know how to cut up food with a knife and fork independently.	**Health and Hygiene** Children know how to talk about: - How to cross the road safely - Why a good night's sleep is important - Screen time at home - Why we brush our teeth - How exercise affects our body What foods are healthy for us.

RSE and PSHE (Mixed age) Year 1/2

Autumn 1		Autumn 2	
Families and Relationships		**Health and Well Being**	
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Family	Family	Understanding my feelings (Individual Liberty)	Understanding my feelings (Individual Liberty)
Friendships	Friendships	Relaxation – laughter and progressive muscle relaxation	Steps to success
Families are all different	Other people's feelings (Respect)	What am I like?	Developing a growth mindset
Other people's feeling (Respect)	Getting along with others (Respect) (Tolerance)	Ready for bed?	Being active
Friendship problems (Respect)	Gender stereotypes (I.L.)	Sun safety	Healthy Diet
Gender stereotypes (Individual Liberty)	Change and loss	Allergies	Looking after our teeth
		People who help us stay healthy	

Spring 1		Spring 2	
Safety and the Changing Body		**Citizenship**	
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Communicating with adults (Respect)	Communicating with adults (Respect)	Rules (Rule of Law)	Rules (Rule of Law)
People who help to keep us safe in our local community	Road Safety	Similar, yet different (Tolerance)	Similar, yet different (Tolerance)
Safety with medicines	Safety with medicines	Belonging	Caring for others: Animals
Making a call to the emergency services	Getting along with others (Respect Tolerance)	Job roles in the community	The needs of others (Tolerance)
The difference between secrets and surprises	Gender stereotypes	Our school environment	Democratic decisions (Democracy)
Appropriate contact	Appropriate contact	Our local environment	School council (Democracy)
My private parts are private	My private parts are private		Giving my opinion (Individual Liberty)
Personal boundaries			

Summer 1		Summer 2	
Economic Wellbeing			
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Money	Money		
Needs and wants	Needs and wants		
Looking after money	Saving and spending		
Banks and building societies	Banks and building societies		
jobs	jobs		

RSE and PSHE (Mixed age) Year3/4

Autumn 1		Autumn 2	
Friendship and Relationships		**Health and Wellbeing**	
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Friendship issues and bullying (Respect)	Friendship issues and bullying (Respect)	My healthy diary	My healthy diary
The effects of bullying and the responsibility of the bystander (Respect)	Healthy families (Respect Tolerance)	Diet and health	Looking after our teeth
Stereotyping – Gender (Individual Liberty)	Stereotyping – Gender (Individual Liberty)	Relaxation - stretches	Relaxation - visualisation
Stereotyping – Age/disability (Individual Liberty Respect)	Stereotyping – Age/disability (Individual Liberty Respect)	Wonderful me (Individual Liberty)	Meaning and purpose – my role (Individual Liberty)
Healthy friendships – boundaries (Respect)	How my behaviour affects others (Respect)	My superpowers (Individual Liberty)	Resilience: breaking down problems
Learning who to trust (Respect)	Effective communication to support relationships (Respect)	Celebrating mistakes (Tolerance)	Emotions
Respecting differences (Respect Tolerance)	Respect and manners (Respect Tolerance)	Communicating my feelings	Communicating my feelings
Change and loss- bereavement	Respecting differences	My happiness (Individual Liberty)	Mental health

Safety and the Changing Body		Citizenship	
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Be kind online (Respect)	Fake emails	Recycling/reusing (Respect)	Recycling? Reusing (Respect)
Cyberbullying (Respect, Tolerance)	Internet: age restrictions	Local community buildings and groups	Local community buildings and groups
Share aware (Tolerance)	Consuming information online	Local council and democracy	Local council and democracy
Privacy and secrecy (Respect)	Tobacco	Relaxation - stretches	Relaxation - visualisation
First Aid: bites and stings	First Aid: asthma	Rules (Rule of Law)	Diverse communities (Tolerance)
Choices and influences (Individual Liberty)	Choices and influences (Individual Liberty)	Rights of the child (Rule of Law)	Rights of the child (Rule of Law)
Y3: First Aid: Emergencies and calling for help **Y4: Introducing puberty**	Y3: First Aid: Emergencies and calling for help **Y4: Introducing puberty**	Human rights (Rule of Law)	Charity
Y3: Road Safety **Y4 Growing up**	Y3: Road safety **Y4: Growing up**		

Economic Wellbeing			
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Spending Choices	Spending Choices		
Budgeting	Budgeting		
Money and emotions	Money and emotions		
Jobs and careers	Jobs and careers		
Gender and careers (Individual Liberty)	Jobs for me (Individual Liberty)		
Gender and careers (Individual Liberty)	Choices and influences (Individual Liberty)		
Transition			
Coping Strategies	Coping Strategies		

RSE and PSHE (Mixed age) Year 5/6

Autumn 1		Autumn 2	
Families and Relationships		**Health and Wellbeing**	
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Build a friend – what makes a good friend (Respect Tolerance Individual Liberty)	Friendship skills (Respect Tolerance Individual Liberty)	Relaxation - yoga	Relaxation - mindfulness
Respect (Respect)	Respect (Respect)	The importance of rest	What can I be?
Respecting myself (Respect Individual Liberty)	Resolving conflict (Tolerance)	Going for goals	The impact of technology on health
Marriage (Respect)	Family life (Respect Tolerance)	Taking responsibility for my feelings (Respect)	Resilience toolbox
Bullying (Respect)	Stereotyping	Healthy meals	Immunisation
Stereotyping (Individual Liberty)	Challenging stereotypes (Individual Liberty)	Sun safety	Physical health concerns
Challenging stereotypes (Individual Liberty)	Change and loss		Good and bad habits

Spring 1		Spring 2	
Safety and the Changing Body		**Citizenship**	
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Critical digital consumers	Online friendships (Respect)	Breaking the law (Rule of Law)	Pressure groups (Respect)
Social media	Staying safe online	Prejudice and discrimination (Tolerance Individual Liberty)	Valuing diversity (Tolerance Individual Liberty)
First Aid: bleeding	First Aid: choking	Protecting the planet (Respect)	Food choices and the environment
First Aid: Basic life support	Alcohol	Contributing to the community	Caring for others
Y5 Puberty **Y6 Physical and emotional changes of puberty**	Drugs, alcohol and tobacco: influences	Rights and responsibilities (Rule of Law)	Rights and responsibilities (Rule of Law)
Y5 Menstruation **Y6 Conception**	**Y5 Puberty** **Y6 Physical and emotional changes of puberty**	Parliament and national democracy (Democracy)	Parliament and national democracy (Democracy)
Y5 Emotional changes of puberty	**Y5 Menstruation**		
	Y5 Emotional changes of puberty **Y6 Pregnancy and birth**		

Summer 1		Summer 2	
Economic Wellbeing			
Cycle A	**Cycle B**	**Cycle A**	**Cycle B**
Borrowing	Attitudes to money		
Income and expenditure	Keeping money safe		
Prioritising spending	Stereotypes in the workplace		
Risks with money	Gambling		
Careers	Careers		
Identity			
Year 6 What is identity? (Individual Liberty)	Y6 What is identity (Individual Liberty)		
Year 6 Identity and body image (Individual Liberty Respect)	Y6 Identity and body image (Individual Liberty Respect)		
Transition			
Roles and responsibilities	Roles and responsibilities		

Annex 2 Progression of Skills and Knowledge

Sub-strand	Families and Relationships Year 1/2	
	Skills	**Knowledge**
Family	Y2: Understanding that families offer love, care and support. Y1/Y2 (Cycle A): Exploring how families are different to each other. Y1/Y2 (Cycle A): Discussing ways to show respect for different families	Y1: To understand that families look after us. Y1: To know some words to describe how people are related (eg. aunty, cousin) Y1: To know that some information about me and my family is personal. Y1/Y2 (Cycle A): To know that families can be made up of different people. Y1/Y2 (Cycle A): To know that families may be different to my family.
Friendship	Y1: Exploring how friendship problems can be overcome. Y1: Exploring friendly behaviours. Y2: Understanding difficulties in friendships and discussing action that can be taken.	Y1: To understand some characteristics of a positive friendship. Y1: To understand that friendships can have problems but that these can be overcome. Y2: To know some problems which might happen in friendships. Y2: To understand that some problems in friendships might be more serious and need addressing.
Respectful Relationships	Y1: Recognising how other people show their feelings. Y1: Identifying ways we can care for others when they are sad. Y1: Exploring the ability to successfully work with different people. Y2: Learning how other people show their feelings and how to respond to them. Y2: Exploring the conventions of manners in different situations.	Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. Y2: To understand some ways people show their feelings. Y2: To understand what good manners are. Y2: To understand some gender stereotypes related to job
Change and Loss	Y1/Y2 (Cycle B): Exploring how loss and change can affect us.	Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.

Sub-strand	Families and Relationships Year 3/4	
	Skills	**Knowledge**
Family	Y4: Using respectful language to discuss different families. Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.	Y 4: To know that families are varied in the UK and across the world. Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.
Friendship	Y3: Exploring ways to resolve friendship problems. Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs. Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.	Y3: To know that violence is never the right way to solve a friendship problem. Y4: To know that bullying can be physical or verbal. Y4: To know that bullying is repeated, not a one-off event. Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander. Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.
Respectful Relationships	Y3: Exploring the negative impact of stereotyping. Y3/Y4 (Cycle A): Identifying who I can trust. Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people. Y3/Y4 (Cycle B): Learning about the effects of non-verbal communication.	Y3: To understand that there are similarities and differences between people. Y3: To understand some stereotypes related to age. Y4: To understand some stereotypes related to disability. Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships. Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios. Y3/Y4 (Cycle B): To know the signs of a good listening

Change and Loss	Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.	Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	**Families and Relationships Year 5/6**	
	Skills	**Knowledge**
Family	Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.	Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111
Friendship	Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.	Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.
Respectful Relationships	Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self-respect)	Y5: To understand what respect is. Y5: To understand that everyone deserves respect, but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has.
Change and Loss	Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.	Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies

Sub-strand	**Health and Wellbeing Year 1/2**	
	Skills	**Knowledge**
Health and Prevention	Y1/Y2 (Cycle A): Learning how to wash hands properly. Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction. Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.	Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene. Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people. Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.
Physical Health and Wellbeing	Y1/Y2 (Cycle A): Exploring positive sleep habits. Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health.	Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy. Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy. Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy.

	Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind. Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet. Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal. Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation	Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.
Mental Health	Y1: Identifying different ways to manage feelings. Y2: Exploring strategies to manage different emotions. Y2: Developing empathy. Y1/Y2 (Cycle A): Identifying personal strengths and qualities. Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them. Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.	Y1: To know the words to describe some positive and negative emotions. Y2: To know that we can feel more than one emotion at a time. Y1/Y2 (Cycle A): To know that strengths are things we are good at. Y1/Y2 (Cycle A): To know that qualities describe what we are like. Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	**Health and Wellbeing Year 3/4**	
	Skills	**Knowledge**
Health and Prevention	Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth. Y3/Y4 (Cycle B): Developing independence in looking after my teeth.	Y3/Y4 (Cycle A): To understand ways to prevent tooth decay. Y3/Y4 (Cycle B): To know key facts about dental health
Physical Health and Wellbeing	Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation. Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed. Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation. Y3 & Y4 (Cycle A & B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body. Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads. Y3 & Y4 (Cycle A & B): To know the different food groups and how much of each of them we should have to have a balanced diet.
Mental Health	Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier. Y3/Y4 (Cycle A): Developing a growth mindset. Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to. Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others. Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs. Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations. Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others. Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.	Y3/Y4 (Cycle A): To understand that mistakes can help us to learn. Y3/Y4 (Cycle A): To understand the importance of belonging. Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone. Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others. Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions. Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical. Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health. Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.

Sub-strand	Health and Wellbeing Year 5/6	
	Skills	**Knowledge**
Health and Prevention	Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun. Y5/Y6 (Cycle B): Discussing ways to prevent illness. Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.	Y5/Y6 (Cycle A): To understand the risks of sun exposure. Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease. Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.
Physical Health and Wellbeing	Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals. Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep. Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful. Y5/Y6 (Cycle B): Exploring ways to maintain good habits. Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle. Y5 & Y6 (Cycle A & B): Understanding the relationship between stress and relaxation.	Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress. Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us. Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality. Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental Health	Y5/Y6 (Cycle A): Taking responsibility for my own feelings. Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them. Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.	Y5/Y6 (Cycle A): To understand what can cause stress. Y5/Y6 (Cycle A): To understand that failure is an important part of success. Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). Y5/Y6 (Cycle B):To know the effects technology can have on mental health.

Sub-strand	Safety and The Changing Body Year 1/2	
	Skills	**Knowledge**
Being Safe (including online)	Y1: Discussing the concept of privacy. Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe. Y1/Y2 (Cycle B): Practising what to do if I get lost. Y1/Y2 (Cycle B): Identifying hazards that may be found at home. Y1/Y2 (Cycle B): Exploring ways to stay safe online. Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.	Y1: To know that some types of physical contact are never appropriate. Y1: To know the PANTS rule. Y1/Y2 (Cycle A):To understand the difference between secrets and surprises. Y1/Y2 (Cycle B):To know what to do if I get lost. Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury. Y1/Y2: (Cycle B):To know that I should tell an adult if I see something which makes me uncomfortable online. Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.
Drugs, Alcohol, Tobacco	Y1: Learning what is and is not safe to put in or on our bodies. Y2: Exploring what people can do to feel better when they are ill. Y2: Learning how to be safe around medicines.	Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Y2: To know that medicine can help us when we are ill. Y2: To understand that we should only take medicines when a trusted adult says we can.
The Changing Adolescent Body		Y1: To know the names of parts of my body including private parts.
Basic First Aid	Y1/Y2 (Cycle A):Practising making an emergency phone call	Y1/Y2 (Cycle A):To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Y1/Y2 (Cycle A):To know that the emergency services are the police, fire service and the ambulance service.

Sub-strand	Safety and The Changing Body Year 3/4	
	Skills	**Knowledge**
Being Safe (including online)	Y3: Identifying things people might do near roads which are unsafe. Y3/Y4 (Cycle A): Discussing how to seek help if I need to. Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable. Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online. Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online. Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content. Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.	Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen. Y3/Y4 (Cycle A): To understand that there are risks to sharing things online. Y3/Y4 (Cycle A): To know the difference between private and public. Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online. Y3/Y4 (Cycle B): To know the signs that an email might be fake. Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.
Drugs, Alcohol, Tobacco	Y3: Exploring choices and decisions that I can make. Y4: Exploring that people and things can influence me and that I need to make the right decision for me. Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.	Y4: To understand that other people can influence our choices. Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.
The Changing Adolescent Body	Y4: Discussing some physical and emotional changes during puberty	Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic First Aid	Y3: Learning what to do in a medical emergency, including calling the emergency services. Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.	Y3: To know that it is important to maintain the safety of myself and others, before giving first aid.

		Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction. Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.

Sub-strand	Safety and The Changing Body Year 5/6	
	Skills	**Knowledge**
Being Safe (including online)	Y5/Y6 (Cycle B): Developing an understanding of how to ensure relationships online are safe. Y5/Y6 (Cycle A): Developing an understanding about the reliability of online information. Y5 /Y6 (Cycle A): Exploring online relationships including dealing with problems	Y5/Y6 (Cycle B): To know the steps to take before sending a message online (using the THINK mnemonic). Y5/Y6 (Cycle B): To know some of the possible risks online. Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships. Y5/Y6 (Cycle A): To know where to get help with online problems.
Drugs, Alcohol, Tobacco	Y5/Y6 (Cycle B): Learning to make 'for' and 'against' arguments to help with decision making. Y5/Y6 (Cycle B): Discussing the reasons why adults may or may not drink alcohol.	Y5/Y6 (Cycle B): To know some strategies I can use to overcome pressure from others and make my own decisions. Y5/Y6 (Cycle B): To understand the risks associated with drinking alcohol.
The Changing Adolescent Body	Y5: Learning about the emotional changes during puberty. Y5: Identifying reliable sources of help with puberty. Y6: Discussing problems which might be encountered during puberty and using knowledge to help.	Y5: To understand the process of the menstrual cycle. Y5: To know the names of the external sexual parts of the body and the internal reproductive organs. Y5: To know that puberty happens at different ages for different people. Y6: To understand how a baby is conceived and develops.
Basic First Aid	Y5/Y6 (Cycle A): Learning how to help someone who is choking. Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding. Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.	Y5/Y6 (Cycle B): To know how to assess a casualty's condition. Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC)

Citizenship			
Y1/2		**Y3/4**	
Skills	**Knowledge**	**Skills**	**Knowledge**
Y1: Recognising why rules are necessary. Y1: Exploring the differences between people. Y2: Explaining why rules are in place. Y1/Y2 (Cycle A): Recognising the groups that we belong to. Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment. Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment. Y1/Y2 (Cycle A): Identifying ways to help look after the school environment. Y1/Y2 (Cycle A): Recognising the contribution people make to the local community. Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets. Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me	Y1: To know the rules in school. Y1: To understand that people are all different. Y2: To know some of the different places where rules apply. Y2: To understand that everyone has similarities and differences. Y2: To know that some rules are made to be followed by everyone and are known as 'laws'. Y1/Y2 (Cycle A): To know some of the jobs people do to look after the environment in school and the local community. Y1/Y2 (Cycle B): To know that different pets have different needs. Y1/Y2 (Cycle B): To understand the needs of younger children and that these change over time. Y1/Y2 (Cycle B): To know that voting is a fair way to make a decision. Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.	Y3: Discussing ways, we can make a difference to recycling rates at home/school. Y3: Identifying local community groups. Y4: Discussing how local community groups support the community. Y4: Considering the responsibilities that adults and children have to maintain children's rights. Y4: Identifying ways items can be reused. Y4: Explaining why reusing items is of benefit to the environment. Y3/Y4 (Cycle A): Discussing how we can help to protect human rights. Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community. Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community. Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children.	Y3: To understand how recycling can have a positive impact on the environment. Y3: To know that the local council is responsible for looking after the local area. Y3: To know that elections are held where adults can vote for local councillors. Y4: To know that reusing items is of benefit to the environment. Y4: To understand that councillors have to balance looking after local residents and the needs of the council. Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules. Y3/Y4 (Cycle B): To understand the role of charities in the community. Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community. Y3 & Y4 (Cycle A & B):To understand the UN Convention on the Rights of the Child.

Citizenship	
Y5/6	
Skills	**Knowledge**
Y5: Discussing how rights and responsibilities link. Y5: Exploring the right to a freedom of expression. Y5: Developing an understanding of how parliament and Government work. Y6: Discussing how education and other human rights protect us. Y6: Identifying causes which are important to us. Y6: Discussing how people can influence what happens in parliament. Y6: Identifying appropriate ways to share views and ideas with others. Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination. Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment. Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised. Y5/Y6 (Cycle B):Identifying ways people can bring about change in society. Y5/Y6 (Cycle B): Learning about environmental issues relating to food.	Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. Y6: To know that education is an important human right. Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. Y5/Y6 (Cycle A):To know what happens when someone breaks the law. Y5/Y6 (Cycle A):To understand the waste hierarchy. Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information. Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors. Y5/Y6 (Cycle B):To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. Y5/Y6 (Cycle B): To know that our food choices can affect the environment