



Fossebrook
Primary School

A place of discovery and friendship

PSHE, Relationships and Sex Education Policy 2023-26

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

This policy was approved as follows:

Approver:	Trust Board	Date:	
Adopted:	Advisory Board	Date:	
DSAT owner:	Head of Safeguarding	Version:	1.0
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This policy applies to all DSAT schools. The Headteacher is responsible for ensuring that all school specific information is completed, and that the policy reflects the context and needs of their school.

Version	Version Date	Author	Summary of Changes
V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.2	April-July 2019	Liz Braithwaite	Consultation with Trust board, parents, and pupils
V0.3	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board
V1.0	18/9/19	Helen Stockill	Policy approved by the Board
V1.1	5.6.2021	David Briggs	Policy reviewed
V1.2	1.5.2023	Jo Stone	Policy reviewed and amended

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1. Aims

This policy is designed to briefly outline the Schools and Trust's approach to Relationships and Sex Education within the statutory framework as defined in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education document (2019). It provides additional guidance and templates, which complement and reinforce the statutory guidance.

Our Trust aims are to ensure that:

- Age-appropriate Relationships Education, Sex Education and Health Education is taught in **all schools**.
- Relationships Education, Sex Education and Health Education is understood across all governance levels and by school leaders, staff, parents, and pupils.
- Our schools are a safe and happy environment for all pupils to learn.

At Fossebrook we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities and sex education.
- RSE is an entitlement for all young people. Difference and diversity must be considered when delivering RSE but not limit pupils' access to quality RSE education.
- Special educational needs or disability, gender, sexual orientation (LGBT) and age, nationality, religion, cultural and linguistic background, all affect access to RSE but are not a barrier.
- RSE is most effective when provided in the wider context of social and emotional development. In our school, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.
- RSE must ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect as set out in the Equality Act 2010.
- RSE curriculum should teach pupils how to keep themselves and their personal information safe while online.

2. Objectives

At Fossebrook:

- We promote a healthy, safe, and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide enough information and support to enable our pupils to make safe choices both in the real world and online.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others so they can move safely from childhood, through adolescence, into adulthood.

- We create a wider awareness of religious and moral values and respect for other races, religions and ways of life reflecting upon LGBT communities and other protected characteristics groups.
- When appropriate we will teach pupils about LGBT and ensure that this content is fully integrated into the wider curriculum rather than delivered as a standalone unit or lesson.

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, stable relationships, and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures, and experiences.
- Develop loving, caring relationships based on mutual respect.
- Name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- Understand the process of human reproduction.
- Understand the reasons for and benefits of delaying sexual activity.
- Be prepared for puberty and the emotional and physical effects of body changes.
- Understand the attitudes and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Have opportunities throughout their schooling to address RSE in an age-appropriate way.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility. Educating against discrimination and prejudice.

3. 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 education** and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also **make Health Education compulsory in all schools** except independent schools.

Discovery Trust academies do teach RSE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2a The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

At Fossebrook we teach RSE as set out in this policy.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and recent supplementary guidance 'RSE for the 21st Century'. Our Policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' as it states: "It is lifelong learning about physical, moral, and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is about the teaching of sex, sexuality, and sexual

health. **It is not about the promotion of sexual orientation or sexual activity** – this would be inappropriate teaching.”

4. Policy Development and related policies

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

1. Review – a Discovery Schools Academy Trust collaborative group of professionals, representative of 13 schools pulled together all relevant information including relevant national and local guidance.
2. Trust Board consultation - all Trustees were given the opportunity to look at the policy and make recommendations
3. Consulted the parents via email and information was shared via the school website. Information has been shared with staff via staff meetings to inform them of the updates to the curriculum. The policy was shared with the Advisory Board and adopted.
4. Ratification – once amendments were made, the policy was shared with the Advisory Board and adopted.

Related Policies

Other school policies are relevant to our provision of RSE:

- Child Protection and Safeguarding Policy and Procedures
- Science
- DSAT Computing and Online Safety policy
- Teaching & Learning Strategy

5. 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.**

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). At Fossebrook, we follow the PSHE Association as a basis for our curriculum planning.

Pupils also receive stand-alone sex education sessions delivered by the class teacher.

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.

Our Curriculum for RSE (*see Appendix 4*) describes the elements of sex education which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance along with the statutory 2019 Relationships and Sex education guidance for pupil outcomes by the end of primary school (Appendix 5). It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g., the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

PSHE through designated lessons, circle time, focused events, health weeks and PSHE Association informed lessons. Other Curriculum areas, especially Science, RE and PE activities, visits/online sessions and assemblies from the NSPCC, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school. Other visitors and trips include Warning Zone, and Dentists (EYFS). The PSHE Association is used to support curriculum coverage and provide peer-reviewed resources.

Specific Units of Work on SE are planned into our teaching programme every year in all year groups. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery. Use of visitors Outside visitors, for example school nurses, are used to enhance the provision of RSE. They deliver the sessions in line with the RSE policy and are all DBS checked. School asks to see the materials visitors will use for a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g., special educational needs) is age-appropriate and accessible to all.

Key Stage 1 Laying the foundations of understanding about growth and change, differences, and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

Key Stage 2 Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

6.2 Entitlements

The school, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

1. Accurate, up-to-date, useful, and appropriate information delivered in a way that meets their individual needs
2. A well-planned, well-delivered SE programme, which is flexible to cater for their changing needs over time
3. Know where and how to access information, support, and local services
4. Be informed about issues of confidentiality and how it affects them
5. Have their views and ideas received in a respectful and non-judgemental manner
6. Be involved in developing and evaluating the content, delivery, and timing of their SE programme.

Teaching Staff are entitled to:

1. Access to high quality, up-to-date, accurate information, resources, and training
2. Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
3. Contribute their views and ideas in support of the development of RSE for children
4. Professional guidance and support
5. Be informed about issues of confidentiality and procedures to be followed.

Parents, carers, and other adults in the community are entitled to:

1. Accessible, accurate, up-to-date, information delivered in a way which meets their needs
2. A safe and supportive environment for their children
3. Information on how and when RSE is taught
4. Understand their rights and responsibilities in relation to RSE policy and curriculum.

6.3 Teaching Methodologies

Ground Rules

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy. Dealing with difficult questions Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

Staff agreed to answer questions as honestly as possible in a safe and sensitive, age-appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case

studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment. A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud.

We will primarily use the PSHE Association, and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets, and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency, and ability of the children
- appeal to adults and children
- are up to date in factual content
- are produced by a reputable organization
- do not show unfair bias e.g., towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

6.4 Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.

Younger children may be aware of puberty, and we will answer their questions appropriately on an individual basis.

We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents via the class teacher.

We will respond appropriately and sensitively when parents contact the school with information they wish to share about the needs of their child. Parents will be made aware of their responsibility to keep school informed of changes which may impact upon the care we need to provide for their child through newsletters, parents evenings and the website.

We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs where appropriate. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

6.5 Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may

ask direct questions about contraception or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's RSE Questions in the Primary School'

We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for safeguarding child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation, to involve the child's parents (if appropriate) and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection. We will teach about contraception in the context of RSE and PSHE in an age-appropriate context.

6.6 Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion, and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Inclusion and differentiation included in the delivery of the sessions will take into consideration sexual orientation, gender identity, faith, and culture, as part of the school's inclusion policy. Due to the diversity of families and relationships small group work or one to one sessions will be offered to meet individual needs. Vulnerable children will be offered additional small group targeted sessions with the school nurse if needed.

The needs of boys as well as girls historically, within RSE there has been a tendency to focus more heavily on girls rather than boys. However, we will also focus on the changes that are happening to boys as well as girls, each learning about the changes that happen to each other.

While delivering the RSE curriculum and with a duty to safeguard our children, they may make personal disclosures either in class or to individual teachers/adults, if this situation arises it will be dealt with in line with the current Safeguarding and child protection policy and procedures.

6.7 Resources

Resources that could be used.

- PSHE Association- Lesson plans from the PSHE association.
- FPA resources Sense primary resources NSPCC and lesson plans.
- BBC growing up DVD and lesson plans
- CPHVA school nursing resources
- Expect Respect education toolkit – women’s aid.
- Betty for schools – encouraging open and honest talk about periods.
- Power-point presentations. Yr 5 and 6.
- Ice Breaker exercise on appropriate use of words medical terminology/exploring sanitary wear/foetuses /body board/ noughts and crosses quiz to evaluate learning.
- Evaluation forms at beginning/end of session to children and teachers.
- Egg, sperm, Game on menstruation /worksheets to facilitate group-work and discussion.
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise’s website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

6.8 Pupil Participation

- We will involve children in the evaluation and development of their RSE in ways appropriate to their age.
- We will engage the children in assessment activities to establish their development needs, for example ‘Draw and Write’ activities.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g., through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

7. Roles and responsibilities

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child’s request for information and advice. All staff are encouraged to access support from colleagues where necessary.

7.1 The Trust board

The Trust board will approve the RSE policy and hold the Trust to account for its implementation. Evidenced through the curriculum strategy, website compliance and the monitoring of teaching and learning in this area by the Director of Education and SIP (School Improvement Partner). The KPI for RSE will require that all schools attain at least good for personal development under the new Ofsted framework (Sept 2019). Trustees hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Head of Safeguarding and Pupil Well-being, the Headteacher and the PSHE Lead.

7.2 The Advisory board

The Advisory board will ensure that the RSE consultation and personalisation of the policy reflects the context and curriculum of the school and its community.

7.3 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 components of RSE (see section 8).

7.4 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 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.

7.5 Pupils

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

7.6 PSHE Lead

- The PSHE Lead is responsible for reviewing and evaluating RSE at our school. The PSHE Lead will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Lead who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.

8. Involvement of Parents and their right to withdraw

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter of our school RSE curriculum
- Providing parents, through our website, to comment on RSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this policy on request. It will also be available on the school website within the 'Policy' section or from the school Office. It will be discussed in more detail at a parents' evening offered prior to the delivery of the sessions. Including resources for parents to look at and information for them to take away on how to answer their children's questions.

Parents' have the right to withdraw their children from the non-statutory components of RSE (Appendix 2).

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 lessons.

9. Training

Staff are trained on the delivery of RSE as part of their ongoing CPD and performance management cycle.

The headteacher and/or PSHE Lead 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, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the policy is the responsibility of the Senior Leadership Team and the Advisory Board. Information will be gathered from the Headteacher, the PSHE Lead, SIP, Ofsted, and parents to inform judgements about effectiveness.

The policy will be added to the Discovery Schools Policy Framework to ensure its review is systematic and timely. This policy will be reviewed in line with this document by the Head of Safeguarding and Pupil Wellbeing.

Appendix 1 - Specific year groups planning sheet

PSHE vocabulary						
Core 1: Health and Wellbeing						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
boy girl family different same face skin hair body like don't like clean smelly sponge towel hands washing brushing teeth getting dressed undress safe/unsafe	Vocabulary of the previous year plus; physical behaviour safety gender characteristics dislike respect private parts new-born baby toddler teenager adult comfortable uncomfortable rules	Vocabulary of the previous year plus; healthy eating physical activity risk opinion similar sex male female body parts diet tolerance offspring elderly normal emotions feelings emergency penis vagina	Vocabulary of the previous year plus; fostering young carer physical mental mutual responsibility appropriate internet safety consideration hygiene goal consequences	Vocabulary of the previous year plus; lifestyle unexplainable wellbeing isolation loneliness harmful self-care limited benefit physical/emotional change privacy marriage love target achievement hygiene medicines nutrition consequences	Vocabulary of the previous year plus; puberty menstruation menstrual cycle sanitary towel tampon periods cycle protection hair pubic hair armpit/underarm deodorant bra breasts sweat gestation period pregnancy sperm ovum fertilisation egg misunderstanding substance misuse medicine/alcohol/drugs/tobacco aspiration	Vocabulary of the previous year plus; peer pressure negative pressure conception foetus umbilical chord ovary/ovaries fallopian tube wet dream erection ejaculation embryo genital organ mature testicles reproductive organs bereavement transition abuse
Tier 3 Vocabulary						

					reproduction birth	
Core 2: Relationships						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
mum dad sister brother grandparents auntie uncle sharing bullying family	Vocabulary of the previous year plus; kindness fairness relationship feelings sharing name-calling	Vocabulary of the previous year plus; kindness fairness opinion listening caring teasing	Vocabulary of the previous year plus; communication co-operation relationship friendship self-esteem aggressive negative/positive behaviour tolerance anonymous	Vocabulary of the previous year plus; consideration peer-pressure resilience persistence cyberbullying bystander empathy diversity consequences	Vocabulary of the previous year plus; collaboration prejudice conflict resolution boundaries gender discrimination permission seeking	Vocabulary of the previous year plus; physical contact racial discrimination confidentiality respect prejudice conflict resolution boundaries consent intercourse communication appropriate/inappropriate
Core 3: Living in the wider world						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
good/bad choice school rules local area money notes coins bank	Vocabulary of the previous year plus; right/wrong fair/unfair rules borrowing	Vocabulary of the previous year plus; right/wrong fair/unfair rules making decisions	Vocabulary of the previous year plus; communities/groups laws responsibility local organisations charity	Vocabulary of the previous year plus; discrimination stereotype financial management extreme views	Vocabulary of the previous year plus; democracy sovereignty dictatorship government monarchy community roles	Vocabulary of the previous year plus; anarchy United Nations equal rights human right authority diverse community
Tier 3 Vocabulary						

YEAR 1 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference' Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body' NSPCC – The underwear rule resources (PANTS) FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (E)
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' FPA – Growing up with Yasmine and Tom (5-7), Different families (E)
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	1 decision (5-8) -Keeping/staying healthy (E) FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (E) PSHE Association - Dental Health PSHE Association – Drug and Alcohol Education Lifebuoy - 'Soaper Heroes' lesson plans
		<ul style="list-style-type: none"> why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> what money is - that money comes in different forms how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this 	1 decision (5-8) – Money matters (E) Experian - Values, Money and Me (KS1)
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	<ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	1 decision (5-8) – Keeping/staying safe (E) FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (E)
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively the responsibilities they have in and out of the classroom how people and animals need to be looked after and cared for what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow from young to old how to manage change when moving to a new class/year group 	Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up; the human life cycle' 1 decision (5-8) - Being responsible (E) Alzheimer's Society -Creating a dementia-friendly generation (KS1) Experian - Values, Money and Me (KS1)

YEAR 2 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy 	FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (E)
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	1 decision (5-8) - Relationships (E)
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life 	

Spring 2 What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	<ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets how not everything they see online is true or trustworthy and that people can pretend to be someone they are not how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them 	Thinkuknow: Jessie and Friends 1 decision (5-8) – Computer safety / Hazard watch (E) PSHE Association – Drug and Alcohol Education (Year 1-2)
Summer 1 What can help us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	<ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest that eating and drinking too much sugar can affect their health, including dental health how to be physically active and how much rest and sleep they should have everyday that there are different ways to learn and play; how to know when to take a break from screen-time how sunshine helps bodies to grow and how to keep safe and well in the sun 	1 decision (5-8) - Keeping/staying healthy (E) PSHE Association – Dental Health PSHE Association – The Sleep Factor
Summer 2 How do we recognise our feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	<ul style="list-style-type: none"> how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) how feelings can affect people in their bodies and their behaviour ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it 	PSHE Association – Mental health and wellbeing lessons (KS1) 1 decision (5-8) – Feelings and emotions (E) Winston's Wish – Loss and bereavement

YEAR 3 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship' FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (E)
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	<ul style="list-style-type: none"> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services 	NSPCC – The underwear rule resources (PANTS) PSHE Association – Drug and Alcohol Education (Year 3-4) Environment Agency – Canal and river safety / Flood alert Lifebuoy – 'Soaper Heroes' lesson plans

Spring 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	<ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	Coram Life Education – Adoptables Schools Toolkit FPA – Growing up with Yasmine and Tom (7-9), Families (E)
Spring 2 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	<ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them 	PSHE Association - Inclusion, belonging and addressing extremism (KS2 -Y3/4), 'Belonging to a community' Premier League Primary Stars – Diversity Worcester University - Moving and moving home (KS2)
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	<ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these how, when and where to ask for advice and help about healthy eating and dental care 	PSHE Association - Dental Health

Summer 2 Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14	<ul style="list-style-type: none"> how regular physical activity benefits bodies and feelings how to be active on a daily and weekly basis - how to balance time online with other activities how to make choices about physical activity, including what and who influences decisions how the lack of physical activity can affect health and wellbeing how lack of sleep can affect the body and mood and simple routines that support good quality sleep how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
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YEAR 4 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What strengths, skills and interests do we have?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	Premier League Primary Stars – Self-esteem / Resilience FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (E)
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* the rights that children have and why it is important to protect these* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement (E) Alzheimer's Society -Creating a dementia-friendly generation (KS2)

* Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings 	PSHE Association – Mental health and wellbeing lessons (KS2 – Y3/4) Winston's Wish – Loss and bereavement
Spring 2 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty 	Medway Public Health Directorate – Primary RSE lessons (Y4/5), 'Puberty' Betty – It's perfectly natural FPA – Growing up with Yasmine and Tom (7-9), Body care (E) FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (E)
Summer 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	<ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way 	Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution RSPCA – Compassionate classroom lessons Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) 1decision – Being responsible / The working world (E) Experian – Values, Money and Me (KS2)

Summer 2 How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	<ul style="list-style-type: none"> how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	PSHE Association and GambleAware -Exploring risk (KS2) Google & Parentzone – Be Internet Legends Islington Healthy Schools Team – DrugWise (E) FPA – Growing up with Yasmine and Tom (7-9), Is it risky? (E) PSHE Association – Drug and Alcohol Education (Year 3-4) Environment Agency – Canal and river safety / Flood alert
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YEAR 5 – MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	<ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others 	PSHE Association - Inclusion, belonging and addressing extremism (KS2 – Y5/6), 'Stereotypes' Premier League Primary Stars - Developing values Coram Life Education - 'The Belonging Toolkit': upper KS2 single and double lessons
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	<ul style="list-style-type: none"> how people make decisions about spending and saving money and what influences them how to keep track of money so people know how much they have to spend or save how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) how to recognise what makes something 'value for money' and what this means to them that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	Experian - Values, Money and Me (KS2)
Spring 1 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	<ul style="list-style-type: none"> how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help 	St John Ambulance: 'First Aid Training in School' lesson plans, KS2
		<ul style="list-style-type: none"> the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services 	
Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	Thinkuknow - Play, Like, Share Google & Parentzone - Be Internet Legends FPA - Growing up with Yasmine and Tom (9-11) Online and offline friendships (E)
Summer 1 How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H11, H3, H4, H46, H47, H48, H50	<ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs 	Decision - Keeping/staying healthy (E) PSHE Association - Drug and Alcohol Education (Year 5-6)
Summer 2 What jobs would we like?	Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	<ul style="list-style-type: none"> that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	LOUD! Network - Job skills, influences and goals

YEAR 6 – MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1 & 2 How can we keep healthy as we grow?	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	<ul style="list-style-type: none"> how mental and physical health are linked how positive friendships and being involved in activities such as clubs and community groups support wellbeing how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> how to plan a healthy meal how to stay physically active how to maintain good dental health, including oral hygiene, food and drink choices how to benefit from and stay safe in the sun how and why to balance time spent online with other activities how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep how to manage the influence of friends and family on health choices that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss concerns with a trusted adult that mental health difficulties can usually be resolved or managed with the right strategies and support 	PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2 PSHE Association and - The sleep factor (KS2) Every Mind Matters – Sleep (KS2) Every Mind Matters – Social media (KS2) PSHE Association – Dental Health PSHE Association – Drug and Alcohol Education (Year 5-6) Lifebuoy - 'Soaper Heroes' lesson plans PSHE Association – Keeping safe: FGM

Spring 1 & 2 How can the media influence people?	Living the wider world Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	<ul style="list-style-type: none"> that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹ how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts to recognise unsafe or suspicious content online and what to do about it how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them how to make decisions about the content they view online or in the media and know if it is appropriate for their age range how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people's decisions, taking into consideration different viewpoints 	PSHE Association - Inclusion, belonging and addressing extremism (KS2 – Y5/6), 'Extremism' PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6 BBFC – Let's watch a film – making choices about what to watch Childnet – Trust me Every Mind Matters – Social Media PSHE Association – Drug and Alcohol Education (Year 5-6) City of London Police - Cyber Detectives
Summer 1 & 2 What will change as we become more independent?	Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	<ul style="list-style-type: none"> that people have different kinds of relationships in their lives, including romantic or intimate relationships that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another 	Medway Public Health Directorate - Primary RSE lessons (Y6) Betty – It's perfectly natural FPA – Growing up with Yasmine and Tom (9-11), Making babies (C)

¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information.

How do friendships change as we grow?	PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16	<ul style="list-style-type: none"> that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made² how growing up and becoming more independent comes with increased opportunities and responsibilities how friendships may change as they grow and how to manage this how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school Every Mind Matters – Transition to secondary school
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Appendix 2 - The teaching programme

Pre-School/EYFS

Personal, social, and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2017)

The RSE programme will complement the content of new curriculum for science 2013 for years 1 – 6.

Year 1 and year 2

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Lower key stage 2 (Yr. 3 and 4)

Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection, and movement.

Upper key stage 2 (Yr 5 and 6)

Describe the differences in the lifecycles of a mammal and amphibian and insect and a bird. Describe the life process of reproduction in plants and animals. Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows. (Sept. 2013 national curriculum)

Appendix 3 - References

- Guidance on producing your school's RSE policy – PSHE Association 2013
- WWW.SEXEDUCATIONFORUM.ORG.UK Leicestershire Healthy Schools Programme, outline Sex and Relationships Education Policy for a Primary School Sex and Relationship Education Guidance DfE 2000
- National Curriculum SEPT 2013 Arc federation RSE policy - 2014 Every child matters - 2004 Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development, and care for children from birth to five.
- (DfE, 2012) PSHE association Department for Education.
- (2017) Schools to teach 21st Century Relationships and Sex Education.
- Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health and Economic Education. (2017)
- Statutory Guidance for Relationships and Sex Education (2019)

Appendix 4 – Curriculum Map

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix 5 - Statutory Relationships Guidance: end of primary outcomes

By the end of primary school pupils should know:

Families and people who care for me

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

Caring friendships

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

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales.

- The Marriage and Civil Partnership (minimum age) Act 2022 raises the minimum marriage and civil partnership age to eighteen, removing all consent requirements. The Act extends existing forced marriage legislation, so it will be an offence to carry out any conduct causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion aren't used.
- The ceremony through which a couple get married may be civil or religious.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

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

Being safe

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