Relationships, Sex and Health Education (RSHE) Policy

Love, Learn and Grow Together

At Foston and Terrington Church of England Schools our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity, is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control' (Galatians 5 v 22-23). Our core Christian values, love, joy, patience, and self-control are fostered in the pupils and staff, building an ethos where all can flourish.

At Stillington and Langton Primary Schools our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Approved by:	Curriculum Link Governor / HT
Last reviewed:	October 26
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1. Aims

This policy covers our schools' approach to Relationship, Sex and Health Education, not only in lessons but through the attitude of our staff and pupils, our ethos, and our approach and commitment to equality both within and outside of the classroom. Our schools actively support and value all our children. All children are unique and the school has a mission to work in partnership with all stakeholders to ensure equality and equity for all our children. We aim to prepare each child well for their future and help each pupil to fulfil their potential physically, academically, socially, morally and spiritually.

The aims of relationships, sex and health education (RSHE) at our schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Recognise healthy relationships and friendships and how to avoid exploitative relationships both on and offline
- Ensure pupils value, care for and respect their bodies
- Enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making as part of the Christian ethos at Terrington and Foston primary schools, as well as taking responsibility of their body, relationships, reproduction, sexual health and wellbeing.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996

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- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Terrington, Foston, Stillington and Langton, we teach RSHE as set out in this policy.

3. Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definitions and content

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Please see Appendices 1 and 2 for further information on what pupils will learn by the end of primary school.

5. Curriculum

Our RSHE curriculum is set out as per Appendix 1, as part of the one (EYFS) and two year (KS1 and KS2) rolling programme of our PSHE curriculum, but we may need to adapt it as and when necessary.

By promoting equity and equality in RSHE, we ensure that every child, regardless of their background, identity, or personal circumstances, has access to inclusive, respectful, and supportive learning. Equity ensures that teaching is tailored to meet the diverse needs of all pupils, providing additional support where needed to overcome barriers to learning. Equality guarantees that all children are treated fairly and with dignity, fostering an environment where differences are valued and everyone feels safe to express themselves. Together, equity and equality help create a foundation for positive relationships, self-respect, and understanding of others, which are essential for children's wellbeing and social development.

We have developed the curriculum considering the age, developmental stage, needs and feelings of our pupils and share topics with parents through half termly bulletins. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on: How a baby is conceived and born – This will look at different methods of conception for different types of families.

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

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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

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- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Resources are selected from the PSHE association recommended in KCSIE 2026.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. The topics will be shared via our bulletin and parents are welcome to view resources in school.

Pupil's learning will be assessed inline with our marking and feedback policy.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

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We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8.Roles and responsibilities

The governing board

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

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance

- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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

The PSHE lead's for the North Yorkshire Rural Schools federation is: Miss Tordoff and Mrs Redding

Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory parts of sex education.

Sex education is:

tailored to the age, physical and emotional maturity of the pupils drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. Parents have the right to withdraw their child from the lesson consisting of 'how a baby is conceived and born'.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the PSHE Lead.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as through our continuing professional development calendar.

The headteacher will also invite visitors from outside the school to provide support and training to staff teaching RSHE where appropriate. Regular updates are shared with staff and the PSHE lead will continue to develop their knowledge and understanding of the PSHE curriculum, teaching pedagogy and statutory changes/priorities through local authority network meetings and training.

11. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE Lead through:

- Planning looks
- Lesson observations
- Pupil Voice
- Learning walks
- Teacher feedback

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSHE coordinator for each school annually.

At each review, the policy will be approved by Headteacher and Curriculum Link Governor/s.

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	North Yorkshire Rural Schools Federation (Foston CE, Langton, Stillington and Terrington CE Primary schools) ***PSHE Primary School Progression Map***
NORTH YORKSHIRE RURAL SCHOOLS FEDERATION	**Subject Intent:** We aim to develop resilient, independent, loving and caring individuals who have a sound awareness of the key principles of relationships, respect, careers, health and safety to prepare them for future life. We wish to: -develop pupils' cultural capital by giving pupils the information they require to gain a knowledge of the wider world through awe and wonder experiences. -create an understanding of a multicultural and diverse world in which we live. -promote acceptance, respect and celebrate our differences. - inspire awareness of local and wider communities to make positive changes to the world. - embed how to keep safe on and offline. - foster British values and what it means to be British. - Expand understandings of careers to prepare and inspire pupils. - nurture positive relationships (including RSE). - cultivate positive, healthy strategies for physical and mental wellbeing.
Objectives	The EYFS objectives are the school's EYFS curriculum objectives based on development matters. The objectives we use for PSHE for Years 1-6 are based on the PSHE association's scheme of learning which is a recommended resource within the RSHE guidance.
Expectations	When planning, always plan one week less than the weeks within the term. The remaining week is to be used for addressing relationships within your class and building relationships through problem solving. Retrieval activities are required within every session to ensure learning is embedded in long term memory. At least one session of the retrieval is to be focused around bullying to retrieve pupils understanding of what it is & how to seek support. **Teaching of the protected characteristics -** Protected characteristics are taught through assemblies and some PSHE lessons but could also come up during discussion within topics around individual identity throughout their time at school, we will always treat children's knowledge of individual identity with sensitivity and encourage tolerance of all differences within our schools and beyond. **British Values** British Values are embedded throughout our PSHE curriculum and are developed progressively through the PSHE Association Programme of Study and our long-term planning. Rather than being taught as a standalone topic, democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are revisited through the themes of Health and Wellbeing, Relationships and Living in the Wider World. Pupils develop their understanding of democracy through opportunities to express their views, participate in discussions and debates, and learn about decision-making and citizenship. The rule of law is reinforced through learning about rights, responsibilities, boundaries, safety and the purpose of rules and laws. Individual liberty is developed through teaching pupils to make informed choices, develop independence and understand their rights and responsibilities. Mutual respect is embedded particularly through Relationships education, where pupils learn about kindness, empathy, equality, respectful communication and healthy relationships. Tolerance and appreciation of different faiths, beliefs, cultures and identities are developed through learning about diversity, inclusion, prejudice and discrimination. The spiral nature of the PSHE curriculum ensures that pupils revisit these values at an age-appropriate level, building their knowledge, understanding and ability to apply these principles in their relationships, school community and wider society.

Appendix 1: PSHE Curriculum map 2 year rolling programme

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Curriculum Enhancers | Community | Diversity | Creativity | Sustainability

PSHE education | Long-term overview

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Year A	Recognising our environment	Recognising ourselves and our lives	Recognising health	Recognising Relationships	Recognising Safety	Recognising Independence
Year 1/2	Year A	Making friends: playing and learning together	Mental Health & Wellbeing	Being Healthy	Keeping safe online	Keeping Safe Outside	Showing Kindness to others and ourselves
	Year B	Mental Health & Wellbeing	Safety at home	Me, my body and staying Safe	Money and work	Celebrating me, you and our families	Looking back and moving on
Year 3/4	Year A	Me, my friends and belonging	Mental Health & Wellbeing	Building healthy Habits	Making Choices online	Keeping safe out and about	Looking out for each other
	Year B	Mental Health & Wellbeing	Exploring ways to manage risk	Me, my body and growing up	Money matters and news literacy	Forming respectful relationships	Families and growing together
Year 5/6	Year A	Friendships, Stereotypes and bullying	Mental Health & Wellbeing	Embedding healthy habits and learning First Aid	Developing our AI literacy	Safer connections	Positively engaging with our world
	Year A	Mental Health & Wellbeing	Drug Education: assessing risk and managing influences	Changes in Puberty (Sex education)	Managing Money & online spending	Respecting boundaries	Looking to the Future

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EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recognising our environment This unit focuses on following rules and respecting ourselves and others.	**Recognising ourselves and our lives** This unit focuses on our importance of ourselves, people and the world.	**Recognising health** This unit focuses on our taking care of ourselves and keeping ourselves healthy.	**Recognising relationships** This unit focuses on feelings, family and healthy relationships.	**Recognising safety** This unit focuses on our keeping ourselves safe and how people around us keep us safe.	**Recognising Independence** This unit focuses on developing resilience, perseverance and independence in the world around us.
Learning objectives: To explain the reasons for rules. (ELG) To know right from wrong and try to behave accordingly. (ELG) To recognise that people have different beliefs and celebrate special times in different ways. (R) To show resilience and perseverance in the face of a challenge. (R) To set and work towards simple goals. (ELG) To be able to wait for what they want and control their immediate impulses when appropriate. (ELG) To learn the PANTs rule. **Knowledge:** To follow the class rule of being kind, safe and respectful. Turn taking is letting each person have an equal share/go in a game. A challenge is going beyond your comfort zone to improve ones' self. **Key Vocabulary:** Rules Right Wrong Goals Challenge	**Learning objectives:** To see themselves as a valuable individual. (R) Express their feelings and consider the feelings of others. (R) Further develop the skills they need to manage the school day successfully, lining up, queueing and mealtimes. (R) Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. (ELG) Recognise some similarities and differences between life in this country and life in other countries. **Knowledge:** To know they are special To understand how to take turns To know that everyone is different. To celebrate difference **Key Vocabulary:** Respect Sharing Same Different Feelings special	**Learning objectives:** Managing their own needs and personal hygiene. (R) Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R) **Knowledge:** To know how to brush my teeth. To know what foods are good for me. To know how to wash my hands To know why I need sleep To know to drink water to keep hydrated **Key Vocabulary:** Food Water Washing Dressing Sleep Brushing teeth health	**Learning objectives:** Shows interest in the lives of people who are familiar to them. (R) Build constructive and respectful relationships. (R) Identify and moderate their own feelings socially and emotionally. (R) Think about the perspectives of others. (R) Talk about members of their immediate family and community. (R) **Knowledge:** They can identify their friends. They can identify their family. They can develop and maintain friendships **Key vocabulary:** Friend Family Play Share Support trust	**Learning objectives:** To be a safe pedestrian. (R) To talk about the lives of people around them and their roles in society. (ELG) To show sensitively to their own and to other's needs. (ELG) **Knowledge:** I will know how to cross a road. I will know not to speak to strangers. I will know what number to call for help. **(contextual safeguarding)** I know not to approach wild animals I will know to be safe around cars and tractors. **Key vocabulary:** Safety Road Key person Community Area Walker	**Learning objectives:** To express preferences and decisions, they also try new things and start establishing their autonomy. (ELG) To form positive attachments to friendships with peers. (ELG) To work and play cooperatively and take turns with others. (ELG) To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (ELG) To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG). **Knowledge:** To use a knife and fork. To zip up their coat. To get their bag ready for home. To eat on their own. To pour their own drink. **Key vocabulary:** Toilet Help Fork Knife New confidence

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KS1 Year A Y1-2

Autumn 1

Making friends: playing and learning together

This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying.

Prevent Link

Our lessons:
Ground rules, rule! – L1:
KS1 Learning and playing together L1
KS1 Friendship and bullying – KS1
L1: Let's be friends
L2: Let's make up
L3: Let's be kind
Consent – KS1 L1: Asking for permission & pants rule

Learning objectives:

To learn what friendship is and what makes a good friend .
To know how people make friends and how to be kind and caring in friendships and recognize bullying
To know that friends can argue, and they can also make
To know that friends can argue, and they can also make up.
To learn how to play collaboratively with politeness and respect.
To learn simple ways to resolve arguments between friends positively.
To know how to ask for help if a friendship is making them feel
To know how to ask for help if a friendship is making them feel unhappy.
To learn about when to ask for permission and when others should.

Knowledge:

Every action has a consequence both positive and negative.
Kind acts make people feel happy and unkind acts make people feel sad.
A friend is someone who we care about and that cares about us.
If someone is unkind we need to tell an adult we trust.

Key vocabulary:

Friend	Change
Relationship	Difference
Respect	Safe
Teasing	Bullying

Autumn 2

Mental health and wellbeing

This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.

Our lessons:
Foundations for Wellbeing – Y1
L1: Noticing feelings
L2: Distraction
L3: Paying attention to pleasant feelings
L4: Helpful and unhelpful thoughts
L5: Reacting

Learning objectives:

To learn how to notice and name a range of feelings in themselves and others,.
To be aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy
To learn that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses.
To distinguish trusted adults.

Knowledge:

We all have lots of emotions including sad, happy, calm and angry.
We can calm ourselves down by counting to 10, going to a quiet space or breathing deeply.
We can look after ourselves by eating healthy food and exercising.
We can seek trusted adult support if we need help.
I know 3 trusted adults I can go to.

Key vocabulary:

Feelings	Healthy
Unhealthy	Reactions
mental wellbeing	Trusted adult

Spring 1

Being healthy

This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.

Our lessons:
Keeping safe: Sun safety – KS1
L1: Keeping safe in the sun The sleep factor – KS1
L1: Ready for sleep Food for thought – KS1
L1: Keeping healthy with food and drink
Dental health – KS1
L1: Looking after our teeth
The importance of handwashing – KS1

Learning objectives:

To know people who help keep us healthy and help when feeling unwell.
To know healthy means being physical and ways to keep active daily.
To learn simple hygiene routines that stop germs from spreading.
To learn why sleep is important including bedtime routines and ways to rest.
To know how to brush teeth correctly and that visiting a dentist is important.
To know what food and drink choices keep us health and where it comes from.

Knowledge:

I know that sun cream, sun glasses/hat and staying in the shade/hydrated keeps me safe in the sun.
I know that sleep helps to keep me healthy.
I know calcium helps keep my teeth strong.
We must brush our teeth twice a day for two minutes.
Chocolate and sweets are bad for our teeth.

Key vocabulary:

Sun safety	Sleep
UV	Dentist
Harmful	Diet
Wash	Chemist
Nurse	Hygeine

Spring 2

Keeping safe online

This unit explores how online content can impact feelings and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information).

Prevent Link

Our lessons:
CEOP: Jessie and Friends – KS1
L1: Watching videos
L2: Sharing pictures
L3: Playing games
BBFC: Watch out! – KS1
L1: Helping to make good viewing choices
L2: Keeping viewing choices safe

Learning objectives:

To know different ways people use internet in daily life and age restrictions.
To know that not everything online is real.
To learn to use digital devices safely and respectfully to communicate with others.
To know the importance of being kind online.
To know that sometimes people behave differently online
To learn basic online safety rules and what we should keep private and when to seek support
To know benefits/risks of watching videos and playing online games.

Knowledge:

Age restrictions tell us how old you need to be in order to watch or play something.
If we feel unsafe of uncomfortable we can tell a teacher or a parent.
If something makes us uncomfortable online then we can tell an adult that we trust.
When using the internet, we never share our personal details, arrange to meet with people or view things that make us uncomfortable.

Key vocabulary:

On/Offline	Risk
Rules	Safer
Stronger	Trusted adult

Summer 1

Keeping safe outside the home

This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency or call 999 themselves if they need to.

Our lessons:
Road and rail safety– KS1
L1: Crossing the road
L2: Keeping safe around railways lesson
Environment agency – KS1
L1: Caring for the environment

Learning objectives:

To know basic safety rules and how these keep us safe in different situations and what adults can help us.
To know how to recognize potentially harmful situations.
To keep safe when out and about including railways and around water.
To know how to cross the road safely with an adult.
To know how to dial 999 in an emergency.

Knowledge:

A house fire could be started by leaving the oven on, leaving candles unattended or leaving hot things turned on.
Smoke alarms tell us if there is a fire in the building.
In an emergency we need to call 999.
When we cross a road we need to hold an adults hand and look both ways.
(contextual safeguarding)
I know how to cross a road when there is a tractor.
When we are on a farm we need to stay with an adult and stay away from big machinery.
I know to use reflective lights when it is dark.

Key vocabulary:

999	Fire Detector/Alarm
Emergency	Highway code
Services	Water Safety
Trusted adult	Fire safety

Summer 2

Showing kindness to ourselves and others

This unit revisits learning about feelings and explores the importance of kindness.

Our lessons:
OHID: Every mind matters – KS1 L1: Emotions
L2: Kindness
L3: Self-care
Croydon Council: Wellbeing
L1: 5 a day
L1: Moving to a new class

Learning objectives:

To recognise kind/unkind behaviour and how to seek help if needed.
To how to recognise and name different feelings and how feelings can affect people's bodies and how they behave.
To know how to recognise what others might be feeling.
To know about how people may feel if they experience hurtful behaviour or bullying
To learn about what is kind and unkind behaviour, and how this can affect others
To know how to listen to other people and play and work cooperatively
To learn about things that help people feel good and different things they can do to manage big feelings.

To learn and prepare to move to a new class/year group and how to manage feelings during this time.

Knowledge:

I know that mental wellbeing is a normal part of daily life, in the same way as physical health.
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity support wellbeing and happiness.
Self care is important including rest, time spent with friends and family and having hobbies and interests.
I know that sometimes my behavior can impact others.

Key vocabulary:

Trusted adult	Support
Feelings	Kindness
Self-care	Connect
Active	Respect

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KS1 Year B Y1-2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year A by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement) **Prevent Link**	**Safety at home** This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	**Me, my body and staying safe** This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe.	**Money and work** This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants.	**Celebrating me, you and our families** This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and self-regulation strategies to manage them. how family members can show care and love for each other. **Prevent Link**	**Looking back and moving on** Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for their next stage.
Our Lessons: Foundations for Wellbeing – Y2 L1: Noticing and naming feelings L2: Different distractions L3: Changing thoughts and feelings L4: Managing unhelpful thoughts L5: Reactions and responses Change, loss and grief – KS1 L1: What happens when things change? Pants rule **Learning objectives:** To learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it To learn how to manage when finding things difficult. To learn how to recognise and name different feelings To recognise change and loss within friendships and who can help us. **Knowledge:** I can go to a trusted adult if I need help or support. I can use regulation to support with emotions and reactions. I know that sadness and happiness are emotions that can cause people to act differently. I know that change can look different and sometimes friendships change. **Key vocabulary:** Respectful relationships, Calm Feelings, Mood changes Change, Reactions Emotions, Loss	**Our Lessons:** Keeping safe at home – KS1 L1: Keeping safe at home Drug education – KS1 L1: Keeping safe L2: Keeping healthy L3: Medicines and household products **Learning objectives:** To learn how to keep safe at home. To know that somethings that go into our bodies can be harmful and how we might know. To know that medicines, including vaccinations and immunisations, can help peoplestay healthy and manage allergies. To learn about things that go into bodies and onto skin and how they can make people feel. To learn about keeping safe around medicines and other household products recognizing risks. **Knowledge:** I know that medication is given by a doctor and you may need adult support administering. I know that medication and household products should be stored securely away. I know that some medication can be bought from a shop. Medication can help us stay healthy. **Key vocabulary:** Hazard, Medicine Household products, Healthy Chemist, Tablets Inhaler, Ear/Eye drops Skin cream, Insulin pens	**Our Lessons:** Medway: Changing and growing up – KS1 L1: My special people L2: Growing up – the human life cyde L3: Everybody's body NSPCC: Talk PANTS – 5-7 L1: PANTS power L2: More PANTS power **Learning objectives:** To learn about growing and changing from young to old. To learn how peoples lives change. To know the special people in my life. To learn what is in our pants is private. To identify and name the main parts ofthe body including external genitalia. To learn that every ones body belongs to themselves and the PANTS rule. The importance of not keeping secrets and seeking help if you are worries. To learn basic strategies for resisting pressure or doing something unsafe. **Knowledge:** To understand how our bodies and our responsibilities change as we grow older. Everyone is special and unique in their own way and we all respect each other. A trusted adult is an adult in someone's life who they can go to for support and help. A vulva is the external female genital organs A penis is external male genital organs As we grow our bodies and responsibilities change. **Key vocabulary:** Emotions, Difference Trusted adult, Respect Worried, Private Vulva, Penis	**Our Lessons:** The Careers and Enterprise Company: Careers explorers – KS1 L1: Strengths and interests L2: Different jobs Money and wellbeing – KS1 L1: What is money? L2: Money choices **Learning objectives:** To learn about strengths and interests to identify what they enjoy and are proud of. To learn about different jobs and how people earn money through jobs and strengths/interests that you may need for different jobs. To learn what money is, how you get money, what it is needed for and different ways to look after it. To learn how money is spent in different ways and how we can save. To learn the difference between needs and wants. **Knowledge:** Money is the way in which we buy things. Money can be on a card, in notes or in coins. People get paid money when they do a job. Money can be kept safe in a bank. A need is something that we have to have in order to survive. A want is something that we would like but we do not need to survive. We can find a job based on what we enjoy and what we are good at. **Key vocabulary:** Jobs, Pay Community, Wants Coins, Money Notes, Spending Debit cards, Needs	**Our Lessons:** Personal identity – KS1 L1: All different, all special Belonging and community – KS1 L1: Sameness and difference Families – KS1 L1: What makes a family? L2: Different families **Learning Objectives:** To learn what makes us special and unique including our likes/dislikes.. To learn what a family is and who is in our family To know that there are different types of family, and that everyone's family is unique and special To learn how families show love and care, and different ways they can spend time together and share each other's lives To know what to do if anything about family life is upsetting or concerning. **Knowledge:** There a many different people who care for us including parents, siblings, grandparents and teachers. Teachers keep us safe in school, parents keep us safe at home and police keep us safe all the time. Families can be different for everybody, but they are typically made up of people who love and care for each other If we are worried about something we can tell an adult that we trust. **Key vocabulary:** Siblings, Parents Relatives, Families Role, Special Single, Belonging	**Our Lessons:** Foundations for Wellbeing: Revisit. – Class specific Embracing change and new challenges – KS1 L1: Moving to a new dass **Learning objectives:** **Revisiting from Key stage – class specific** To learn and prepare to move to a new class/year group and how to manage feelings during this time. **Knowledge:** **Revisiting from Key stage – class specific** I know there can be good things that come from change as well as big feelings. I know different calming strategies through regulation. **Key vocabulary:** Develop, Unique Differences, Respect Independence, Regulation

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LKS2 Year A Y3-4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Me, my friends and belonging

This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included.

Prevent Link

Our lessons:

University of Greenwich: Our Class – KS2
L1: Ground rules and meeting 'Our Class'
L2: Friendships change
L3: When should you keep a secret and what makes a good friendship
L4: Making new friendships
L5: Recognising healthy and unhealthy friendship
Personal identity – KS2 L1: Personal identity Pants Rule

Learning Objectives:

To know the ground rules of our class.
To know what is a healthy friendship and what makes a good friend.
To learn about keeping something confidential/secret and when not to agree to keep.
To learn how to make friends and build friendship skills.
To learn about personal identify and what contributes to who someone is.

Knowledge:

We are all different and we find things in common within our communities.
A good friend is someone who is kind, respectful and listens to us.
That sometimes we don't all get along and that is ok.
When something concerns us we can tell a teacher or a parent.
A healthy relationship is when two people trust, respect and value each other.

Key vocabulary:

Positive friendships
Trusted
Network
Mutual
Respect
Community
Belonging

Mental health and wellbeing

Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries.

Our lessons:

Foundations for Wellbeing – Y3 L1: Exploring emotions
L2: Understanding distraction
L3: Managing thoughts and emotions
L4: Managing worries
L5: Managing responses

Learning Objectives:

To know how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time
To know how to direct attention and manage distractions to support mental health and wellbeing.
To learn self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations
To know that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad.

Knowledge:

Emotions can vary in type, intensity and duration and can change over time.
Directing attention and managing distractions can support positive mental health and wellbeing.
Self-regulation strategies can help people manage their feelings, thoughts, setbacks and responses in different situations.
Everyone experiences feelings such as worry, loneliness and sadness at times, and talking to a trusted person can help to improve wellbeing.

Key vocabulary:

Emotion
Focus
Worry
Wellbeing
Self-regulation
Strategy

Building healthy habits

This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.

Our lessons:

Food for thought – KS2
L1: Healthier eating and drinking habits
L2: Healthier eating – choices and influences
L3: Ready, set, cook!
Dental health – KS2 L1: Exploring dental health
Physical activity L1

Learning Objectives:

To know how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health.
To recognise the elements of a healthy, balanced diet and the benefits of eating a variety of nutritionally rich foods for health and wellbeing.
To understand how to develop healthier eating and drinking habits and how to manage influences on their choices
To learn about the effects of different food and drink within a healthy diet.

To learn what good physical health means.

Knowledge:

Good oral hygiene includes brushing teeth twice a day, cleaning between teeth and visiting the dentist regularly to help prevent tooth decay and gum disease.
A healthy, balanced diet includes a variety of foods, with some foods eaten more often than others to support good health and wellbeing.
Food and drink choices can be influenced by factors such as advertising, cost, availability and personal preferences, but healthy habits can be developed over time.
Planning and preparing meals at home can help people make healthier food choices and develop important life skills.

Key vocabulary:

Nutrition.
Ingredient
Physical
Hygiene
Habit.
Decay.
Wellbeing

Making choices online

This unit explores how to protect information online and make choices about online content, including understanding age ratings.

Prevent Link

Our lessons:

NSCS: ~~CyberSprinters~~ – KS2
L1: Creating and managing passwords
L2: Protecting your devices
BBFC: Let's watch a film – KS2
L1: What can we watch?
L2: Can we choose what to watch?

Learning Objectives:

To know about ways in which the internet can be used both positively and negatively as part of daily life.
To understand the reasons for following rules and age restrictions.
To know about the benefits of limiting time spent online and choosing online activities carefully.
To know the importance of telling a trusted adult and getting support with anything that worries.

Knowledge:

The internet can have both positive and negative effects depending on how it is used.
Age restrictions and online rules are designed to help protect children from inappropriate content and unsafe situations.
Limiting screen time and choosing appropriate online activities can support physical health, mental wellbeing and healthy relationships.
If something online causes worry, confusion or makes someone feel unsafe, it is important to tell a trusted adult and seek support.

Key vocabulary:

Screen time
Content
Wellbeing
Privacy
Age restriction
Trusted adult
Balance
Password

Keeping safe out and about

This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water.

Our lessons:

Keeping safe: Sun safety – KS2
L1: Managing risk in the sun
Road and rail safety – KS2
L4: Risks and keeping safe
Environment agency – KS2
L1: Canals and rivers
L2: Flood alert!

Learning Objectives:

To learn about the benefits and risks of sun exposure and how to keep safe.
To learn strategies for keeping safe in familiar and unfamiliar places.
To know rules of keeping safe.
To learn about peer pressure and managing influence.

Knowledge:

Children should stay with an adult near water.
Always tell an adult if you think someone is in danger.
(Contextual safeguarding)
In an emergency, call 999.
storms and high tides – big waves can bring sea water on to the land which can damage sea defences.
Peer pressure is when someone pressures us to do something which we might not want to and can be dangerous.

Key vocabulary:

Hidden Danger
Risks
Emergency
Environment Agency
Exposure
Benefits
Hazards

Looking out for each other

This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services.

Our lessons:

St John's Ambulance: Firstaid – KS2
L1: Allergies
L4: Bites and stings
L7: Calling for help

Foundations for Wellbeing: Revisit the extension and embedding activities in year 3 lessons

Learning Objectives:

To know the role of adults and medical professionals to support health.
To begin to learn basic first aid.
To learn how to predict, assess and manage different risk situations.

Revisiting Wellbeing from Key stage – class specific

Knowledge:

It is important to ensure the safety of myself and others in the event of an emergency.
Be able to assist in an emergency by correctly calling for help
I can explain the information I need to give to emergency services if they are called to an incident.
People with a known allergy may wear 'medical alerts' such as jewellery, to show that they have an allergy.

Key vocabulary:

First Aid
Emergency services
Common injuries
Auto Injector
Emergency
Allergies
Allergic reaction

LKS2 Year B Y3-4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing Building on the learning in year 4, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. Prevent Link	**Exploring ways to manage risk** This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	**Me, my body and growing up** This unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe.	**Money matters and news literacy** This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions.	**Forming respectful relationships** This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness. Prevent Link	**Families and growing together** This unit supports pupils' understanding of diverse family structures, and how families can change.
Our lessons: Foundations for Wellbeing – Y4 L1: Describing emotions L2: Understanding internal and external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm Change, loss and grief – Y3-4 L2: How do people manage change and loss? Pants Rule **Learning Objectives:** To understand the importance of taking care of mental health and wellbeing, as well as physical health. To know how feelings can impact people's behaviour and how they respond to others. To learn about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) To know about change, loss and grief, including bereavement. **Knowledge:** Mental health is just as important as physical health and both contribute to overall wellbeing. Feelings can influence the way people behave and respond to different situations and other people. Healthy habits such as getting enough sleep, being physically active, spending time outdoors, eating a balanced diet, enjoying hobbies and spending time with others help to maintain wellbeing. Change and loss are a normal part of life, and people experience and express grief in different ways, including after bereavement. **Key words:** Bereavement Grief Wellbeing Lifestyle Transition Resilience	Our lessons: Firework safety – KS2 L1: Firework safety Keeping safe at home – KS2 L2: Keeping safe at home Road and rail safety – KS2 L3: Independently crossing the road Exploring risk in relation to gambling – KS2 L1: Exploring risk Drug education – Y3-4 L1: Medicines and household products L2: Smoking, vaping and alcohol **Learning Objectives:** To keep safe on the road. To keep safe with fireworks. To predict, assess and manage risk in different situations. To learn about hazards that may cause harm. To learn how medicines support managing health. To learn facts and effects of legal drug products. To assess risk. **Knowledge:** I can follow the green cross code independently. It is the responsibility of adults to help keep you safe around fireworks, sparklers and bonfires. There are people at home and at school who I can go to if I am worried about a hazard. I should stop and think before taking a risk. Legal drugs are substances such as caffeine, alcohol or over-the-counter medication, these may have age-restrictions. **Key words:** Green cross code Responsibility Peer influence Gambling Risk Continuum Vape Alcohol Legal drug	Our lessons: Medway: Changing and growing up – Y3 L1: Good friends L2: Falling out with friends Medway: Changing and growing up: L1: Time to change L3: Personal hygiene L4: Emotions and feelings Y3&4 NSPCC: Talk PANTS – ages 7-9 L1: Building confidence **Learning Objectives:** To learn about what makes a good friend. To learn to resolve conflict. : To learn about developing crushes. To learn the pants rule and the confidence to seek help. To learn about how and why to maintain personal hygiene. **Knowledge:** Hygiene routines is keeping your body hygienic - cleaning your body, washing your hands with soap and water after going to the toilet, brushing and flossing your teeth. Puberty is the process the stage in a person's life when the person develops from a child into an adult. Everybody has different strengths and things that they are good at and this makes us who we are. When we go through puberty, our emotions can change. **Key words:** Anxious Emotions Hormones Hygiene Identity Conflict Puberty Deodorant	Our lessons: Money and wellbeing – L1: How money is used L2: Making decisions about money Guardian Foundation: NewsWise – ages 7-9 L4: How news affects feelings L6: Fake or real news? L7: Questioning images in the news **Learning Objectives:** To learn about attitudes towards spending/saving and decisions/priorities. To learn about managing money and feelings around this. To discuss news stories and how they can make people feel. To use strategies to identify fake and real news stories. To understand how text/images in the media/online can be manipulated. To identify misinformation. **Knowledge:** We can pay for things by using coins, notes, debit cards or online payments. Doing charity work is the act of giving time, skills, resources, or other forms of support to people in need All jobs have different skills that you need to have in order to do them. A budget is when you give yourself a limit on the money that you spend. News is not always accurate or correct. **Key words:** Fake news News Organization's Hoax Emotions Reliable Source Misleading Forced Perspective Influence Budget Priorities	Our lessons: Friendship and bullying – Y3-4 L1: Valuing friendships L2: Friendship challenges L3: What is bullying Belonging and community – Y3-4 L2: Belonging to a community **Learning Objectives:** To learn about the value of friendships. To learn the challenges that friendships can face. To understand the importance of friendships and positive friendships to support wellbeing. To learn how to respond to bullying and hurtful behaviour. To learn about belonging to a group or community and the positive impact of belonging. **Knowledge:** That bullying is the repetitive, intentional hurting of one person or group by another person or group. To share 1 example of respect at school and 1 examples of respect at home. Respect in school is to treat each other with dignity, listen to each others' points of view, and recognising that there may be disagreement. Respect at home is listening to a trusted adult, following rules and valuing their feelings and their views. A community is made up of people who are all different. Differences is what makes us special. **Key words:** Conflict resolution Bullying Hurtful Behaviour Include Respect Differences Belonging Community	Our lessons: Families – KS2 L1: Family relationships L2: Diverse families L3: Family changes Committed relationships and family life – KS2 L1: Marriage and partnership **Learning Objectives:** To know how and why families differ and that all families should be respected . To learn that families should provide love, care, protection, and safety for children as they grow up To know that there are different types of relationships(marriage and civil partnerships). To learn that families can go through changes. To know what to do and who to talk to if someone is worried about their family or feels unsafe. **Knowledge:** A same sex relationship is a relationship between two people of the same sex. All families are different and are made from people who care for and respect us. If we are concerned about something, then we can talk to a trusted adult at home or at school. A 'committed relationship' means a relationship that is serious and intended to be long-lasting or permanent. **Key words:** Blended Legal Personal Adoption Boundaries Foster Privacy Stability

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UKS2 Year A Y5-6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. Prevent Link	**Mental health and wellbeing** This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing.	**Embedding healthy habits and learning first aid** This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid.	**Developing our AI literacy** This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	**Safe connections** This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. Prevent Link	**Positively engaging with our world** This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing.
Our lessons: Friendship and bullying – Y5-6 L1: Including others L2: Positive and respectful friendships L3: Bullying and its impact Belonging and community – Y5-6 L3: Challenging stereotypes L4: Addressing extremism Pants rule **Learning Objectives:** To know that healthy friendships have positive experiences, safe and happy.. To learn that friendships have ups and downs and change overtime. To know how to balance our own needs with being kind to others. To recognize when a friendship feels unsafe and how to ask for help. To learn about stereotypes and how they can negatively influence others. To learn about prejudice and discrimination. To learn to reconcile conflict in effective ways. To learn about types of bullying and how to seek help. **Knowledge:** Falling out with friends is normal and can be solved. Challenges can be resolved by talking to each other, making compromises or telling an adult. It is good to have more than one friend. When we feel unsafe or uncomfortable we can tell a trusted adult. **Key vocabulary:** Assertive, Conflict, Inclusion, Prejudice, Reconcile, Resolution, Stereotype, Bullying	Our lessons: Foundations for Wellbeing – Y5 L1: Noticing and naming emotions L2: Directing attention and managing distractions L3: Changing thinking habits L4: Rumination and worry L5: Managing reactivity **Learning objective:** To understand that people feel, express, and manage grief in different ways; To know that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively To know how to manage emotional responses to events outside of their control. To understand how emotions range in intensity and can change over time **Knowledge:** People experience, express and manage grief in different ways, and there is no right or wrong way to grieve. Practising self-regulation strategies helps the brain use them more effectively over time. Some events are outside our control, but we can choose healthy ways to manage our emotional responses. Emotions can change over time and vary in intensity depending on experiences and circumstances. **Key vocabulary:** Adapt, Coping, Trigger, Perspective, Recovery, Reflection	Our lessons: Melanoma Fund: Sunguarding schools – KS2 Sure: Breaking limits – KS2 L1: Confident mover L2: Team player L3: Goal setter St John's Ambulance: First aid – KS2 L2: Asthma **Learning objective:** To learnthe benefits of regular physical activity for mental and physical health are. To learn about choices that support a healthy lifestyle and what influences this. To know about the benefits and risks of sun exposure and how to keep safe and well in the sun and cool during heatwaves. To understand what is meant by first aid and some basic techniques for dealing with common injuries. To know when and how to make a clear and efficient call to the emergency services and that staying safe and reporting incidents are more important than filming them To understand the role of adults and medical professionals to support our health. **Knowledge:** Regular physical activity supports both physical health and mental wellbeing by improving fitness, mood and overall health. Too much sun exposure can damage the skin and increase the risk of heat-related illnesses, so it is important to stay protected and keep cool during hot weather. First aid is the immediate help given to someone who is injured or becomes unwell before professional medical help arrives. In an emergency, providing clear information when calling 999 helps emergency services respond quickly, and keeping people safe is always more important than recording or filming an incident. **Key vocabulary:** Hydration, Heatstroke, Emergency, Treatment, Indusivity, Casualty, Prevention, Physical activity	Our lessons: Understanding AI: Rights, safety and wellbeing lessons L1: What is AI? L2: How does AI affect our rights? L3: What is an AI chatbot? Home office – Digital deception: Understanding deepfakes – Y5-6 L1: The impact of generative AI L2: The ethics of AI images Pick your pics – Y5-6 L1: Pick your pics **Learning objective:** To know what Ai is and where you may encounter it. To understand how AI chatbots work. To learn how content on the internet is targeted and ranked online. To learn risks of sharing online and how to decide what is appropriate to share. **Knowledge:** We should not share information or images of ourselves online with someone we do not know. We do not have to send images to someone. We can say no to peer pressure. AI stands for artificial intelligence. It is a branch of computer science that builds machines and software to do tasks that normally need human brain power. This includes learning, solving problems, understanding speech, and making choices **Key vocabulary:** Artificial inelegance, Recommendations, Manipulation, Chat bot, Deepfake, Ethical	Our lessons: CEOP: Play, like, share – ages 8-10 L1: Block him right good, Alfie! L2: Who's Magnus? L3: They have fans, we have friends! CEOP: Connect – Y5-6 L1: Respectful relationships L2: Socialising online City of London Police: Cyber Detectives – Y5-6 L1: What is online fraud? L2: Where can online fraud occur? **Learning objective:** To learn how to assess and manage risks on online games. To learn about age restrictions on social media. To learn about content and contact on social media. To learn how and why we have privacy/location settings. To learn similarities and differences of communicating online and how peoples behaviour may affect others. To learn to manage peer influence online and have respectful communication. To learn about rights and responsibilities online. **Knowledge:** Online challenges and dares can pose a risk to our health and safety. If we are concerned about our personal safety then we can tell a parent, teacher or childline. A positive role model is someone who inspires others to make the right choices by demonstrating the school values. Constructively challenging someone involves asking respectful questions to help develop better ideas. **Key vocabulary:** Conflict, Challenge, Respectful relationship, Risk assessment, Fraud, Privacy, Permission, Online behaviour	Our lessons: Guardian Foundation: NewsWise L3: Managing feelings about the news L5: Spotting fake news L6: Understanding that news is targeted UCL: Climate change - empathy and agency L1: Connecting with nature L2: Everyday actions L3: Doing it together **Embracing change and new challenges – Y6** L1: Moving to secondary school (Y6 each year) Puberty & sex education overview (Each year – see Y5/6 YB Spring 1) **Learning objective:** To understand that not everything online is true and trustworthy. To understand that not everything online is real and can be manipulated. To learn about actions that people can take to help look after the environment. Y6: To prepare for opportunities and challenges of moving to a new class/school. **Knowledge:** It is everyone's responsibility to take care of the environment. We should never litter. Plastics can cause harm to animals, like seabirds and fish. Somethings that are published can be untrue. Reduce, Reuse, Recycle means less rubbish ends up in landfill. **Key vocabulary:** Miscaptioning, Manipulation, Attitude, Strategies, Reuse, Influence, Opinions

UKS2 Year B Y5-6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transitions class/school. Prevent Link	**Drug education: assessing risk and managing influences** This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use.	**Changes in puberty (and sex education*)** This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	**Managing money and online spending** This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.	**Respecting boundaries** This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. Prevent Link	**Looking to the future** This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school.
Our lessons: **Foundations for Wellbeing – Y6** L1: Regulating emotions L2: Managing distraction L3: Developing positive thinking habits L4: Managing rumination and worry L5: Managing stress **Change, loss and grief – Y5-6** L3: How do people manage loss and support each other? Pants rule **Learning objective:** To understand that if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing this can be a sign of a mental health difficulty, and there is support available to help people manage this To explore strategies that can help with change, loss and grief To know about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition To understand when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school **Knowledge:** Mental health difficulties can affect a person's thoughts, feelings and daily life, and support is available to help. Different strategies can help people manage change, loss and grief, and these may be different for each person. Transition is a normal part of life and preparing for change can help people manage their thoughts and feelings. Seeking help early from trusted adults or appropriate sources can support positive mental health and wellbeing. **Key vocabulary:** Intervention. Support Trusted adult. Crisis challenges. Signposting	Our lessons: **Drug education – Y5-6** L1: Medicines L2: Legal and illegal drugs L3: Influences and pressure L4: Tobacco, vaping and alcohol in the media **Learning objective:** To recognize laws surrounding legal and illegal drugs. To learn what influences people to use/not use drugs. To learn there are organizations to seek support. To know strategies for recognizing and managing peer influence. To learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing. To learn rules and laws around drugs. **Knowledge:** Peers can influence us - Friends' attitudes and opinions Pressure, teasing or friendly offers. A vaccine is medical preparation that protects a person from an illness by making them immune. An illegal drug is a substances that a person can be charged for if they possess it, intend to supply, or do supply it to someone else. These are not subject to quality controls so it is hard to know what is in each batch of a drug, which can increase risk. **Key vocabulary:** Peer based Substance Passive Assertive Vaccine Caffine Bacteria Immune	Our lessons: **Medway: Changing and growing up** L1: Puberty -Menstruation and wet dreams L2: Puberty– change and becoming independent L3: Positive, healthy relationships L4: How a baby is made* (Y6 each year) The sleep factor– KS2 L1: Getting a good night's sleep ***The parental right to withdraw applies to sex education.** **Learning objective:** To learn about periods, mood swings and wet dreams and strategies to support with changes. To learn the facts of the menstrual cycle and wellbeing. To learn about emotional and physical changes in puberty and naming body internal/external body parts. To learn about the process of reproduction and birth as part of the human life cycle. To learn about the quality of sleep and a healthy lifestyle. To understand the role of adults and medical professionals to support our health. To know how feelings can impact people's behaviour and how they respond to others. To learn about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep,) **Knowledge:** Reproduction is where a sperm and an egg come together to create a baby. Any family make up can have a baby. Independence is the state of wanting or being able to do things for yourself. As we grow, relationship friendship can sometimes get stronger and we can make friendships with new people. A good nights sleep is important to support a healthy lifestyle. **Key vocabulary:** Self-esteem Sperm Mood swings Egg Body image Wellbeing Puberty Reproduction	Our lessons: **Money and wellbeing – Y6** L1: Money and emotional wellbeing L2: Being a critical consumer **Exploring risk in relation to gambling – KS2** L2: Chancing it! **Online financial harms – KS2** L1: Spending influences L2: Wellbeing and support **Learning objective:** To learn about what people do with their money within the environment. To understand the advantages/disadvantages of paying for things. To learn ways to keep track of money. To understand identify different influences on people's spending and how these can be managed. To learn how spending money online can affect someone's wellbeing. **Knowledge:** Debit is the state of owing money, goods, or services to another person. Fraud is when someone is tricked into giving up something of value, usually money, through dishonest means. Gambling is a risk where money (or something else of value) is swapped in the hope of winning something better (e.g. more money). Being a critical consumer means choosing products based on the political, ethical and environmental impact, and taking into account influences such as advertising and value for money. **Key vocabulary:** Financial risk Emotional Wellbeing Debt Critical consumer Gambling Targeted marketing	Our lessons: **Consent – KS2** L1: Giving and seeking permission L2: Personal boundaries L3: Appropriate and inappropriate touch **NSPCC: Talk PANTS – ages 9-11** L6: How can the PANTS rule help us? **Learning objective:** To learn different ways to respond safely and appropriately to unfamiliar adults. To learn boundaries and how to set them. To learn about seeking and giving permission. To learn to identify appropriate and inappropriate touch and how to seek support. To learn that body parts are private and belong to them. To learn about our right to privacy. To manage peer pressure that makes them feel unsafe. To learn how to report abuse within a relationship. **Knowledge:** If we feel pressured to do anything then we should tell a trusted adult immediately. People who love each other can be of any gender, ethnicity or faith. Privacy is the right to be left alone and not be intruded upon. We should ask for consent to ensure others feel comfortable i.e when giving a hug. We all have different personal boundaries with what we feel safe and comfortable doing. Other peoples bodies belong to them. **Key vocabulary:** Personal boundary Permission Consent Acceptable touch Unacceptable touch Respectful Childline	Our lessons: **The Careers and Enterprise Company: Careers explorers – KS2** L1: Job skills L2: Choosing a career L3: Career routes **Embracing change and new challenges – Y6** L1: Moving to secondary school (Y6 each year) **Learning objective:** To learn there is a broad range of jobs. To learn that a person's career aspirations should not be limited. To learn about different factors that might influences people career decisions. To learn that people are doing different jobs and are paid differently. To learn different career routes. To learn what I might want to do when I'm older. Y6: To prepare for opportunities and challenges of moving to a new class/school. **Knowledge:** To do the job that we would like we need to learn the skills that we need either in school, college or university. I am familiar with my new school and know what my school looks like by exploring their website. A job is a work activity or role carried out, usually to earn money. A career is someone's 'journey' through their working life, that often involves more than one job. **Key vocabulary:** Apprenticeships Diversity University Inclusion Stereotyping Fair pay Career opportunities Working conditions

Appendix 2: By the end of primary school pupils should know as part of the RSHE statutory guidance 2026 for all schools.

TOPIC	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 safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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 that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

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TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

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TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

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TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

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TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

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TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity • 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

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TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	• 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

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TOPIC	PUPILS SHOULD KNOW
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

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Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	