



WYNDHAM
SPENCER ACADEMY

Relationships, Sex and Health Education (RSHE) Policy

September 2022

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Spencer Academy for this Policy.

It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.

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Chair of Governor signature and date of approval: _____

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1.0 Statement of intent

All Wyndham, children confidently live and thrive in their communities because they have a strong sense of self and aspiration, know how to build and maintain healthy relationships, make safe, healthy and responsible choices, and tackle life's challenges and misfortunes with resilience. Relationships, Sex and Health Education (RSHE) is a crucial part of our whole school approach to personal development that provides children with regular opportunities to learn about themselves as unique citizens, as well as their relationship with others and the modern and diverse world that they live in. Ultimately, the teaching of RSHE provides children with the component knowledge and skills they need to successfully navigate through each of their life stages.

We know that Relationships and Health Education is statutory in primary schools and follow the Department for Education's (DfE) advice by teaching age- appropriate sex education that goes beyond the primary science curriculum. This meets the needs of our children at Wyndham and provides them with accurate and pertinent knowledge before they transition to secondary school.

This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered.

2.0 Statutory requirements

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

- Section 403 of the Education Act 1996
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010 (2019)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- 'Science programmes of study: key stages 1 and 2'

2.1 Wider school policies

This policy operates in conjunction with our other school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy
- WONDER Curriculum Policy

3.0 Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school staff have been given the opportunity to look at the policy and make recommendations at each review stage.
3. Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate. Parents were also invited to provide feedback on the policy and our RSHE curriculum during consultation meetings in July 2020 and review consultation meetings in 2021 and 2022
4. Pupil consultation – we considered what exactly pupils want from their RSHE through regular pupil voice surveys throughout the academic year
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4.0 Defining Relationships, Health and Sex Education

RSHE enhances the emotional, social and cultural development of children. It involves a combination of sharing information and exploring issues and values.

Relationships education focuses on teaching children about healthy, respectful relationships, both offline and online. It provides them with the knowledge and skills they need to make safe, informed decisions about their relationships and enables them to develop a strong early understanding of the characteristics of positive relationships.

Health education focuses on equipping children with the knowledge and skills they need to make good decisions about their own health and wellbeing, including the link between physical and mental health. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Sex education focuses on preparing boys and girls for the changes and experiences adolescence brings, supporting their ongoing emotional and physical development and developing their understanding of human sexuality and sexual health in an age-appropriate way. It should draw on children's knowledge of the human life cycle and puberty as set out in the primary national curriculum for science, and build upon this thoughtfully.

4.1 Aims of Relationships, Sex and Health Education

RSHE at Wyndham is taught and embedded within our PSHE curriculum. It aims to:

- Provide a safe framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Help pupils to identify the characteristics of healthy relationships and to understand how relationships may affect mental and physical health
- Develop children's self-awareness, self-confidence and self-efficiency skills
- Enable children to acknowledge and appreciate the beauty of our diverse world
- Teach children how to make safe and informed choices offline and online, including how to assess and manage risk
- Prepare children to be positive, active and sustainable members in society
- Develop and deepen children's emotional literacy skills by providing them with a toolkit of strategies to recognise and manage their feelings
- Encourage positive social skills, such as cooperation and empathy
- Provide a range of strategies to keep themselves healthy and safe
- Prepare them for the physical and emotional changes of puberty
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Increase their awareness of the importance of health and hygiene

Meeting the aims outlined above will ensure that every Wyndham child has the best possible life chances in the future.

5.0 Working with parents and carers, including consultations

We value the significant role parents and carers play in enhancing all areas of their child's education and continuously work in partnership together. In particular, we recognise the significant influence that parents and carers have on their child's understanding about relationships and health.

As outlined in section 3, parents and carers are involved in an annual consultation process where they are invited to provide comments, feedback and questions about our RSHE policy and impact of the curriculum. Their views are valued at all times.

Additionally, at the beginning of the academic year, all parents and carers are provided with the following information about our PSHE curriculum with their child's class teacher and our PSHE Lead:

- The content of the PSHE curriculum for their child's year group, including specific RSHE coverage

- The delivery of the PSHE curriculum, including what is taught and when throughout the year, and how it is delivered
- The legalities surrounding withdrawing their child from non-statutory aspects of sex education (Year 6 only)
- The resources that will be used to support and enhance the teaching and learning of particular concepts
- Support and guidance around managing conversations with their children in relation to particular aspects of RSHE

Throughout the school year, parents are provided with year group specific curriculum overviews on a half termly basis (WONDER maps), outlining the concepts their child will be taught as part of the PSHE curriculum in the upcoming half term.

6.0 Statutory expectations for relationships and health Education

In 2019, the government released statutory guidance around Relationships and Health Education, outlining that it would become compulsory in primary schools from September 2020. Within this statutory guidance are 67 objectives that primary school children must know before they transition to secondary school. The objectives are grouped into 12 key categories related to relationships and health education.

6.1 Statutory expectations for relationships education

Relationships education in primary schools should focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to the following key categories:

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Appendix 1 illustrates the primary objectives outlined within the DfE statutory guidance for relationships education.

6.2 Statutory expectations for health education

Health education should focus on providing children with the information they need to make good decisions about their own health and wellbeing, with particular reference to the following key categories:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Appendix 1.1 illustrates the primary objectives outlined within the DfE statutory guidance for health education.

7.0 Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – at key stages 1 and 2 this includes teaching children about the main external parts of the human body, how the body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At Wyndham Spencer Academy, we are free to determine whether pupils should be taught sex education beyond what is required of the primary science national curriculum. We do choose to do this in Year 6, where children learn about human reproduction.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 5.0 of this policy and know that they have the right to withdraw their child from the non-statutory elements of sex education in Year 6.

8.0 Relationships, Sex and Health Education within our Curriculum

Statutory RSHE objectives are fully embedded and carefully sequenced within our comprehensive PSHE curriculum, SCARF. The non- statutory elements of sex education that we choose to teach at Wyndham (outlined in 7.0) are also taught through our PSHE curriculum in Year 6.

8.1 PSHE half termly units of learning

Each year group follows a sequence of half-termly units which sections core knowledge into the following broad themes:

- Me and My Relationships (autumn 1)
- Valuing Difference (autumn 2)
- Keeping Myself Safe (spring 1)
- Rights and Responsibilities (spring 2)
- Being My Best (summer 1)
- Growing and Changing (summer 2)

Although this set sequence of units and learning episodes are followed across school, teachers sometimes need to teach or revisit a concept that does not follow the set sequence to ensure the needs of their children are met. This flexibility is encouraged.

8.2 Curriculum overview

Please see Appendix 2 to view our PSHE curriculum for all year groups. This highlights when, where and how statutory primary requirements for RSHE are met and revisited in all year groups, as well as where non-statutory elements of sex education are taught.

8.3 Wider curriculum links

Our WONDER curriculum is progressive within and across all subjects so that children can make meaningful connections between different areas of the curriculum and previously taught knowledge. RSHE is linked to the following subjects in particular:

- Science – children learn about the main external parts of the body, life cycles, the importance of exercise and a healthy diet, and changes to the body as it grows from birth to old age, including puberty.
- Computing – children learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – children explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- RE – children learn about a range of religions, developing an awareness of and respect towards their beliefs, customs and cultures.
- Social and emotional learning (SEL) – children learn age-appropriate skills linked to 5 core areas – self-awareness, self-management, social awareness, relationship skills and responsible decision making.

Furthermore, children are encouraged to apply the knowledge and skills they obtain through the teaching of RSHE to the wider experiences and opportunities they receive as part of our WONDER curriculum, for example, citizenship projects.

9.0 Delivery

Weekly PSHE learning episodes are delivered by teachers in all year groups. Teachers use a range of systems, tools and pedagogies to ensure they are delivering the required RSHE content to children in a highly effective, carefully sequenced and consistent way within and across year groups, supporting children to know and remember more.

9.1 Planning and pedagogies

Teachers use their PPA time to plan highly effective PSHE learning episodes. They use the Wyndham PSHE concept map and the SCARF online planning tools to ensure learning episodes teach relevant and progressive knowledge. The PSHE glossary is also used whilst planning PSHE learning episodes to ensure that key vocabulary and definitions taught to children are accurate, age appropriate and consistent. The glossary includes key definitions associated with more complex

concepts, such as gender identity, to ensure such concepts are explored sensitively but clearly.

Teachers use a variety of pedagogies and resources to provide engaging and meaningful PSHE learning episodes for all children. For example, the use of high-quality texts to enhance and deepen children's understanding of concepts and collaborative learning strategies to promote oracy and discussion skills. Furthermore, effective scaffolds are used to enable all children to access the desired RSHE outcomes, for example, for pupils with SEND. Further information about is outlined in section 10.

Where teaching assistants are directed to support the teaching and learning of PSHE, teachers ensure they are confident with the key knowledge, vocabulary and strategies being delivered prior to the learning episode.

9.2 Impartiality

Teachers ensure they do not express their personal views or beliefs during PSHE learning episodes and model positive attitudes and high expectations at all times. They ensure that learning episodes aim to actively reduce stigma, for example, in relation to mental wellbeing and LGBTQ+. Similarly, children are encouraged to be open and responsive to the views of their peers, particularly in relation to the protected characteristics. This safe exploration and discussion together develops children's mutual respect for those different to themselves.

9.3 Behaviour and safeguarding

Our behaviour policy is followed at all points during the school day, positively reinforcing respectful communication and behaviour between children during their learning episodes.

Particular aspects of relationships, sex and health education can be sensitive and triggering for some children and teachers will respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy should they need to. Our systems for ensuring pastoral support is arranged for any children who experience uncomfortableness or difficulties within PSHE learning episodes will be followed by all staff.

9.4 Flexible groupings

Children will mainly be taught in their year group classes for PSHE, however single gender lessons will be used as deemed appropriate in Key Stage Two. This may be dependent upon the nature of the learning episode being delivered at the time, for example, learning episodes about the changing adolescent body within the 'Growing and Changing' unit of learning. This may also be dependent upon the needs of different cultures or developmental needs within the class. It is important to note that the knowledge and skills taught in single gender classes will be consistent as we recognise the importance of children learn about all changes, not just those that belong to their gender.

9.5 Questions

Our learning environments encourage safe and calm communication between adults and children and children feel comfortable to be curious and to ask questions about their learning.

The following principles will be applied by teachers within their PSHE learning episodes so that children can confidently ask questions about the RSHE being taught:

- High expectations will be clearly established and set out for each learning episode
- Children can ask questions in a range of ways e.g. verbally, through post it notes, and/or through the use of worry monsters
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that they will discuss the child's question later with them on an individual level
- Individual questions may be answered by the teacher at the end of the session if it deemed appropriate to do so, however, some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will contact the child's parent

10.0 Equality and Accessibility

We understand our responsibility to deliver an inclusive curriculum in line with the Equality Act, 2010. Specifically, we must not unlawfully discriminate against any child because of their age, sex or sexual orientation, race, disability, religion or belief or gender reassignment. We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we consider our pupils' needs, including the gender and age range of our pupils.

10.1 SEND

We understand that pupils with SEND are entitled to high quality RSHE teaching and learning opportunities and recognise the positive impact this has on many aspects of their development (including areas they may have deficits in based on the nature of their special educational need or disability). For example, teaching pupils with SEND about healthy friendships and relationships is pivotal as research shows these pupils are more at risk of being bullied or entering abusive relationships in the future. Furthermore, we recognise that high quality RSHE teaching provides children with SEND with the knowledge and skills needed to live more independently in the future.

Whilst the need to uphold the same high expectations and outcomes for pupils with SEND is a priority for us, we equally recognise that there may be a need to tailor and adapt the content being taught in order to meet the specific needs of pupils at different developmental stages.

In line with evidence and guidance, when necessary, suitable adaptations and alternative teaching strategies are used to ensure the RSHE content being taught to pupils with SEND is developmentally appropriate. The following systems and strategies are embedded within our practice to meet the needs of our pupils with SEND when teaching relationships, health and sex education:

- Teachers work closely with the SENCO to confidently understand the needs and targets of their pupils with SEND and how this might affect the delivery of the RSHE curriculum
- Staff receive planning and teaching support from the school's Autism Advisor to ensure the content and materials used to teach concepts are appropriately matched to children's developmental needs
- The use of social stories and visual resources are used to support children's understanding of key concepts, like puberty and privacy
- Flexible grouping where deemed appropriate is utilised, including pre and post teaching to revisit and consolidate key learning

10.2 Lesbian, gay, bisexual and transgender (LGBT+)

Primary schools are encouraged to cover LGBT+ content sensitively and age appropriately. At Wyndham, this aspect of the curriculum is taught within the context of families, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).

Gender identity and sexual orientation is taught in a carefully considered and age appropriate way in Year 5 and Year 6. This is explored through the context of bullying and discrimination.

We use accredited Stonewall resources to enhance our teaching and learning around LGBT+ concepts.

10.3 Religious and faith perspectives

Our PSHE curriculum is not taught from a religious or faith perspective. The religious background of all pupils is always considered when planning teaching so that the concepts within our RSHE curriculum are carefully and appropriately handled. Open and supportive co-communication with pupil and families within our faith communities allows us to create a constructive context for the teaching of RSHE concepts.

11.0 Staff training

All staff received RSHE training in line with our PSHE scheme, delivered by the scheme's education specialists, prior to its delivery. This training is offered annually for new staff and also as a refresher option for those staff who require it.

In the summer term, before the 'Growing and Changing' unit of learning is taught, our PSHE Lead facilitates subject specific professional development to staff in all year groups. This focuses on the RSHE specific concepts being taught during the unit in line with statutory requirements, and resources and scaffolds to support children's understanding of these. This training includes support from our SENCO and Autism Advisor to plan and prepare suitable and personalised resources where required for groups of or individual pupils.

Furthermore, we receive an annual visit from the SCARF Education Team who deliver PSHE lessons (including RSHE content) to every year group. This provides staff with an opportunity to observe and learn from specialist staff.

12.0 Parents' right to withdraw

As outlined previously, relationships and health education are statutory at primary and parents do not have the right to withdraw their child from this part of the curriculum. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from this aspect of the sex education curriculum in Year 6.

If a parent wishes to request to withdraw their child from non-statutory sex education, they must request this in writing to the school Principal before the final half term of Year 6. The Principal and Associate Senior Lead will then discuss the request with the parent and, if appropriate, the child, to ensure that their voices are heard and to clarify the purpose and aims of RSHE. A record of the discussion will be kept and the Principal will always respect the final decisions of a parent/parents.

Where a pupil is withdrawn from sex education, we will ensure that the child revisits pertinent prior knowledge from the PSHE curriculum.

13.0 Assessment, monitoring and review

13.1 Assessment of Children's Progress

We have the same high expectations for the quality of pupils' work and outcomes in PSHE as all other curriculum areas. PSHE assessments are timely, well focused and check the security of what pupils know and remember in relation to the key relationships, health and sex education content taught, as well as wider PSHE knowledge.

Children demonstrate their learning in PSHE through a range of creative and reflective ways, for example, through the use of graphic organisers, an extended piece of writing or collaborative discussions and debates. Children's independent

work is captured and marked inside their Boxset books, in line with our Feedback and Assessment Policy.

Children's progress and outcomes in PSHE is assessed by their class teacher using our whole school assessment systems and strategies. The use of assessment for learning strategies within and between learning episodes to check children's understanding (e.g. spaced practise through weekly Boxset Reviews and half termly Boxset Finale quizzes) enable teachers to make accurate half termly assessments on the Primary Tracker. Children are assessed as either being on track (Y) or not on track (N) to meeting the PSHE curricular goals for their year group. These judgements are informed a PSHE assessment tool that outlines the key knowledge and skills children should have at the end of each half termly unit. Children's understanding of the content taught will be evident in their day to day behaviour, attitudes and values.

13.2 Monitoring Impact

The delivery and impact of RSHE is monitored by our Senior Leadership Team, Curriculum Directors and PSHE Lead. A range of monitoring strategies are used to collate evidence and judge the effectiveness of our curriculum offer, including:

- PSHE lesson visits
- Learning walks
- Planning looks
- PSHE picture building (deep dives)
- Book looks and environment checks
- Pupil and staff voice surveys

14.0 Policy Review

This policy will be reviewed on an annual basis by the PSHE Lead and Principal. The next scheduled review date for this policy is July 2023.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, children.

Appendix 1 – DfE Relationships and Health Education statutory requirements

1.1 - DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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 (CF)	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships (OR)	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. 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. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
Being safe (BS)	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.

1.2 - DfE Statutory Guidance Categories: Health Education (Primary)

By the end of primary school children should know:

Mental Wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2 – PSHE curriculum overview, including links to statutory Relationships and Health Education objectives for primary schools

Year 1

DfE Statutory Requirements	Half termly unit and learning episodes	Learning Outcomes
	Me and My Relationships	
RR2, RR3	Why we have classroom rules	<ul style="list-style-type: none"> •Understand that classroom rules help everyone to learn and be safe; •Explain their classroom rules and be able to contribute to making these.
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	<ul style="list-style-type: none"> •Recognise how others might be feeling by reading body language/facial expressions; •Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
MW1, MW2, MW4, MW7	Our feelings	<ul style="list-style-type: none"> •Identify a range of feelings; •Identify how feelings might make us behave; •Suggest strategies for someone experiencing 'not so good' feelings to manage these.
MW2, MW3, MW6, MW7	Feelings and bodies	<ul style="list-style-type: none"> •Recognise that people's bodies and feelings can be hurt; •Suggest ways of dealing with different kinds of hurt.
FPC3, FPC4	Our special people balloons	<ul style="list-style-type: none"> •Recognise that they belong to various groups and communities such as their family; •Explain how these people help us and we can also help them to help us.
CF1, CF2, CF3	Good friends	<ul style="list-style-type: none"> •Identify simple qualities of friendship; •Suggest simple strategies for making up.
RR1, CF2, CF4, CF5	How are you listening?	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
	Valuing Difference	
FPC3, FPC4, RR1, RR2	Same or different?	<ul style="list-style-type: none"> •Identify the differences and similarities between people; •Empathise with those who are different from them; •Begin to appreciate the positive aspects of these differences.
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	<ul style="list-style-type: none"> •Explain the difference between unkindness, teasing and bullying; •Understand that bullying is usually quite rare.
RR3, RR5, BS1	Harold's school rules	<ul style="list-style-type: none"> •Explain some of their school rules and how those rules help to keep everybody safe.
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	<ul style="list-style-type: none"> •Identify some of the people who are special to them; •Recognise and name some of the qualities that make a person special to them.
CF2, CF3, CF4, RR2, RR3	It's not fair!	<ul style="list-style-type: none"> •Recognise and explain what is fair and unfair, kind and unkind; •Suggest ways they can show kindness to others.
	Keeping Myself Safe	

PHF1, PHF3, HP3, HP4	Healthy me	<ul style="list-style-type: none"> •Understand that the body gets energy from food, water and air (oxygen); •Recognise that exercise and sleep are important parts of a healthy lifestyle.
HP3	Super sleep	<ul style="list-style-type: none"> •Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; •Identify simple bedtime routines that promote healthy sleep.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?	<ul style="list-style-type: none"> •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe.
MW2	Harold loses Geoffrey	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with loss.
DAT1	What could Harold do?	<ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Explain simple issues of safety and responsibility about medicines and their use.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	<ul style="list-style-type: none"> •Understand and learn the PANTS rules; •Name and know which parts should be private; •Explain the difference between appropriate and inappropriate touch; •Understand that they have the right to say "no" to unwanted touch; •Start thinking about who they trust and who they can ask for help.
	Rights and Responsibilities	
HP4, HP5	Harold's wash and brush up	<ul style="list-style-type: none"> •Recognise the importance of regular hygiene routines; •Sequence personal hygiene routines into a logical order.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	<ul style="list-style-type: none"> •Identify what they like about the school environment; •Recognise who cares for and looks after the school environment.
RR5	Taking care of something	<ul style="list-style-type: none"> •Demonstrate responsibility in looking after something (e.g. a class pet or plant); •Explain the importance of looking after things that belong to themselves or to others.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's money	<ul style="list-style-type: none"> •Explain where people get money from; •List some of the things that money may be spent on in a family home.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> •Recognise that different notes and coins have different monetary value; •Explain the importance of keeping money safe; •Identify safe places to keep money; •Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

Being My Best		
HE1, HE2, HE3	I can eat a rainbow	<ul style="list-style-type: none"> •Recognise the importance of fruit and vegetables in their daily diet; •Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
HE1, HE2, HE3	Eat well	<ul style="list-style-type: none"> •Recognise that they may have different tastes in food to others; •Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; •Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
HP5	Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> •Understand how diseases can spread; •Recognise and use simple strategies for preventing the spread of diseases.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	<ul style="list-style-type: none"> •Recognise that learning a new skill requires practice and the opportunity to fail, safely; •Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
CF2, CF4, RR2, RR3, RR5	Harold has a bad day	<ul style="list-style-type: none"> •Recognise how a person's behaviour (including their own) can affect other people.
Growing and Changing		
PHF4	Inside my wonderful body!	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them.
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> •Understand some of the tasks required to look after a baby; •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
CAB1	Then and now	<ul style="list-style-type: none"> •Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?(2)	<ul style="list-style-type: none"> •Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation.
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8,	Surprises and secrets	<ul style="list-style-type: none"> •Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.

BS3, BS7	Keeping privates private	<ul style="list-style-type: none">•Identify parts of the body that are private;•Describe ways in which private parts can be kept private;•Identify people they can talk to about their private parts.
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Year 2

DfE Statutory Requirements	Half termly unit and learning episodes	Learning Outcomes
	Me and My Relationships	
RR2	Our ideal classroom (1)	<ul style="list-style-type: none"> •Suggest actions that will contribute positively to the life of the classroom; •Make and undertake pledges based on those actions.
RR3	Our ideal classroom (2)	<ul style="list-style-type: none"> •The conventions of courtesy and manners.
MW2, MW3	How are you feeling today?	<ul style="list-style-type: none"> •Use a range of words to describe feelings; •Recognise that people have different ways of expressing their feelings; •Identify helpful ways of responding to other's feelings.
RR5, RR6	Bullying or teasing?	<ul style="list-style-type: none"> •Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; •Identify situations as to whether they are incidents of teasing or bullying.
RR5, RR6	Don't do that!	<ul style="list-style-type: none"> •Understand and describe strategies for dealing with bullying; •Rehearse and demonstrate some of these strategies.
RR5, RR6,	Types of bullying	<ul style="list-style-type: none"> •Explain the difference between bullying and isolated unkind behaviour; •Recognise that there are different types of bullying and unkind behaviour; •Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
CF1, CF2, CF3	Being a good friend	<ul style="list-style-type: none"> •Recognise that friendship is a special kind of relationship; •Identify some of the ways that good friends care for each other.
MW2, MW9	Let's all be happy	<ul style="list-style-type: none"> •Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); •Explain where someone could get help if they were being upset by someone else's behaviour.
	Valuing Difference	
RR1, RR2	What makes us who we are?	<ul style="list-style-type: none"> •Identify some of the physical and non-physical differences and similarities between people; •Know and use words and phrases that show respect for other people.
RR2	How do we make others feel?	<ul style="list-style-type: none"> •Recognise and explain how a person's behaviour can affect other people.
FPC1, FPC2, FPC3, FPC4	My special people	<ul style="list-style-type: none"> •Identify people who are special to them; •Explain some of the ways those people are special to them.
CF3, MW7	When someone is feeling left out	<ul style="list-style-type: none"> •Explain how it feels to be part of a group; •Explain how it feels to be left out from a group; •Identify groups they are part of; •Suggest and use strategies for helping someone who is feeling left out.
CF3, RR2, RR3, MW3	An act of kindness	<ul style="list-style-type: none"> •Recognise and describe acts of kindness and unkindness; •Explain how these impact on other people's feelings; •Suggest kind words and actions they can show to others; •Show acts of kindness to others in school.

CF4, CF5	Solve the problem	<ul style="list-style-type: none"> •Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); •Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Keeping Myself Safe		
MW3, MW5, DAT1,	Harold's picnic	<ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; •Explain simple issues of safety and responsibility about medicines and their use.
BS1, BS3, BS5	How safe would you feel?	<ul style="list-style-type: none"> •Identify situations in which they would feel safe or unsafe; •Suggest actions for dealing with unsafe situations including who they could ask for help.
BS1, BS3, BS4	What should Harold say?	<ul style="list-style-type: none"> •Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
BS4, MW2	I don't like that!	<ul style="list-style-type: none"> •Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; •Identify the types of touch they like and do not like; •Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS3, BS5	Fun or not?	<ul style="list-style-type: none"> •Recognise that some touches are not fun and can hurt or be upsetting; •Know that they can ask someone to stop touching them; •Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
BS1, BS2, BS3, BS5	Should I tell?	<ul style="list-style-type: none"> •Identify safe secrets (including surprises) and unsafe secrets; •Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	<ul style="list-style-type: none"> •Identify how inappropriate touch can make someone feel •Understand that there are unsafe secrets and secrets that are nice surprises •Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Rights and Responsibilities		
CF5, RR3, RR5, RR6	Getting on with others	<ul style="list-style-type: none"> •Describe and record strategies for getting on with others in the classroom.

MW3, MW4	When I feel like erupting	<ul style="list-style-type: none"> •Explain, and be able to use, strategies for dealing with impulsive behaviour.
BS6, BS7, BS8	Feeling safe	<ul style="list-style-type: none"> •Identify special people in the school and community who can keep them safe; •Know how to ask for help.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	<ul style="list-style-type: none"> •Identify what they like about the school environment; •Identify any problems with the school environment (e.g. things needing repair); •Make suggestions for improving the school environment; •Recognise that they all have a responsibility for helping to look after the school environment.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	<ul style="list-style-type: none"> •Understand that people have choices about what they do with their money; •Know that money can be saved for a use at a future time; •Explain how they might feel when they spend money on different things.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping	<ul style="list-style-type: none"> •Recognise that money can be spent on items which are essential or non-essential; •Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
Being My Best		
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	<ul style="list-style-type: none"> •Explain the stages of the learning line showing an understanding of the learning process; •Suggest phrases and words of encouragement to give someone who is learning something new; •Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.
MW3, PHF2, HE1	My day	<ul style="list-style-type: none"> •Understand and give examples of things they can choose themselves and things that others choose for them; •Explain things that they like and dislike, and understand that they have choices about these things; •Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
HP5, HP6	Harold's postcard – helping us to keep clean and healthy	<ul style="list-style-type: none"> •Explain how germs can be spread; •Describe simple hygiene routines such as hand washing; •Understand that vaccinations can help to prevent certain illnesses.
HP4	Harold's bathroom	<ul style="list-style-type: none"> •Explain the importance of good dental hygiene; •Describe simple dental hygiene routines.
PHF1, HE1, HP3	My body needs...	<ul style="list-style-type: none"> •Understand that the body gets energy from food, water and oxygen; •Recognise that exercise and sleep are important to health.

Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	<ul style="list-style-type: none"> •Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); •Describe how food, water and air get into the body and blood.
	Growing and Changing	
CF3	A helping hand	<ul style="list-style-type: none"> •Demonstrate simple ways of giving positive feedback to others.
MW2	Sam moves house	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
CAB1	Haven't you grown?	<ul style="list-style-type: none"> •Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); •Understand and describe some of the things that people are capable of at these different stages.
BS2	My Body, your body	<ul style="list-style-type: none"> •Identify which parts of our body are private •Explain that our genitals help us make babies when we are older •Understand that we mostly have the same body parts but how they look is different from person to person.
BS2	Respecting privacy	<ul style="list-style-type: none"> •Explain what privacy means •Know that you are not allowed to touch someone's private belongings without their permission •Give examples of different types of private information.
BFA1, BFA2	Basic first aid	See link to external resources for further information.

Year 3

DfE Statutory Requirements	Half termly unit and learning episodes	Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
MW2, MW3, MW4	My special pet	<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge	<ul style="list-style-type: none"> • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations.
BS1	Dan's dare	<ul style="list-style-type: none"> • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
RR1, RR2, RR3	Thunks	<ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions.
CF1, CF2, CF4, CF5, RR3	Friends are special	<ul style="list-style-type: none"> • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.
	Valuing Difference	
FPC1, FPC3, FPC4, FPC6, RR7	Family and friends	<ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	My community	<ul style="list-style-type: none"> • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
RR1, RR3	Respect and challenge	<ul style="list-style-type: none"> • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.

RR1	Our friends and neighbours	<ul style="list-style-type: none"> •Explain that people living in the UK have different origins; •Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; •Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	<ul style="list-style-type: none"> •Recognise the factors that make people similar to and different from each other; •Recognise that repeated name calling is a form of bullying; •Suggest strategies for dealing with name calling (including talking to a trusted adult).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	<ul style="list-style-type: none"> •Understand and explain some of the reasons why different people are bullied; •Explore why people have prejudiced views and understand what this is.
Keeping Myself Safe		
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> •Identify situations which are safe or unsafe; •Identify people who can help if a situation is unsafe; •Suggest strategies for keeping safe.
BS4	Danger or risk?	<ul style="list-style-type: none"> •Define the words danger and risk and explain the difference between the two; •Demonstrate strategies for dealing with a risky situation.
BS2, BS5	The Risk Robot	<ul style="list-style-type: none"> •Identify risk factors in given situations; •Suggest ways of reducing or managing those risks.
HE3, DAT1	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> •Identify some key risks from and effects of cigarettes and alcohol; •Know that most people choose not to smoke cigarettes; (Social Norms message) •Define the word 'drug' and understand that nicotine and alcohol are both drugs.
OR3, OR4, OR5, HE1, HE3, HE6	Super Searcher	<ul style="list-style-type: none"> •Evaluate the validity of statements relating to online safety; •Recognise potential risks associated with browsing online; •Give examples of strategies for safe browsing online.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	None of your business!	<ul style="list-style-type: none"> •Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; •Recognise and describe appropriate behaviour online as well as offline; •Identify what constitutes personal information and when it is not appropriate or safe to share this; •Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1)	<ul style="list-style-type: none"> •Demonstrate strategies for assessing risks; •Understand and explain decision-making skills; •Understand where to get help from when making decisions.
HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> •Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Rights and Responsibilities		
MW5	Our helpful volunteers	<ul style="list-style-type: none"> •Define what a volunteer is; •Identify people who are volunteers in the school community; •Recognise some of the reasons why people volunteer, including mental health and wellbeing

		benefits to those who volunteer.
MW5	Our helpful volunteers	<ul style="list-style-type: none"> •Define what a volunteer is; •Identify people who are volunteers in the school community; •Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
BS8	Helping each other to stay safe	<ul style="list-style-type: none"> •Identify key people who are responsible for them to stay safe and healthy; •Suggest ways they can help these people.
OR4, ISH6	Recount task	<ul style="list-style-type: none"> •Understand the difference between 'fact' and 'opinion'; •Understand how an event can be perceived from different viewpoints; •Plan, draft and publish a recount using the appropriate language.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	<ul style="list-style-type: none"> •Define what is meant by the environment; •Evaluate and explain different methods of looking after the school environment; •Devise methods of promoting their priority method.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	<ul style="list-style-type: none"> •Understand the terms 'income', 'saving' and 'spending'; •Recognise that there are times we can buy items we want and times when we need to save for them; •Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) •Explain that people earn their income through their jobs; •Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	<ul style="list-style-type: none"> •Explain that people earn their income through their jobs; •Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Being My Best		
HE1, HE2, HE3	Derek cooks dinner!	<ul style="list-style-type: none"> •Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; •Explain what is meant by the term 'balanced diet'; •Give examples what foods might make up a healthy balanced meal.
HP5, HP6	Poorly Harold	<ul style="list-style-type: none"> •Explain how some infectious illnesses are spread from one person to another; •Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; •Suggest medical and non-medical ways of treating an illness.
RR1, RR2, RR3	For or against?	<ul style="list-style-type: none"> •Develop skills in discussion and debating an issue; •Demonstrate their understanding of health and wellbeing issues that are relevant to them; •Empathise with different viewpoints;

OR1	I am fantastic!	<ul style="list-style-type: none"> •Identify their achievements and areas of development; •Recognise that people may say kind things to help us feel good about ourselves; •Explain why some groups of people are not represented as much on television/in the media.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves!	<ul style="list-style-type: none"> •Demonstrate how working together in a collaborative manner can help everyone to achieve success; •Understand and explain how the brain sends and receives messages through the nerves.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> •Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); •Describe how food, water and air get into the body and blood.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> •Explain some of the different talents and skills that people have and how skills are developed; •Recognise their own skills and those of other children in the class.
	Growing and Changing	
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with.
BS3, BS7	Body space	<ul style="list-style-type: none"> •Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is inappropriately in their body space.
BS2	Secret or surprise	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
BFA1, BFA2	Basic first aid	See link to external resources for further information

Year 4

DfE Statutory Requirements	Half termly unit and learning episodes	Learning Outcomes
	Me and My Relationships	
CF2, CF3, MW3, MW6, MW7	An email from Harold!	<ul style="list-style-type: none"> •Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; •Explain how different words can express the intensity of feelings.
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3	Ok or not ok? (1)	<ul style="list-style-type: none"> •Explain what we mean by a 'positive, healthy relationship'; •Describe some of the qualities that they admire in others.
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3	Ok or not ok? (2)	<ul style="list-style-type: none"> •Recognise that there are times when they might need to say 'no' to a friend; •Describe appropriate assertive strategies for saying 'no' to a friend.
RR2	Human machines	<ul style="list-style-type: none"> •Demonstrate strategies for working on a collaborative task; •Define successful qualities of teamwork and collaboration.
MW1, MW2, MW3, MW4	Different feelings	<ul style="list-style-type: none"> •Identify a wide range of feelings; •Recognise that different people can have different feelings in the same situation; •Explain how feelings can be linked to physical state.
MW3, MW4	When feelings change	<ul style="list-style-type: none"> •Demonstrate a range of feelings through their facial expressions and body language; •Recognise that their feelings might change towards someone or something once they have further information.
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> •Give examples of strategies to respond to being bullied, including what people can do and say; •Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> •Define the terms 'negotiation' and 'compromise'; •Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> •Understand that they have the right to protect their personal body space; •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	<ul style="list-style-type: none"> •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); •Give examples of features of these different types of relationships, including how they influence what is shared.

CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> •Define the terms 'negotiation' and 'compromise'; •Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> •Understand that they have the right to protect their personal body space; •Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; •Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	<ul style="list-style-type: none"> •Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); •Give examples of features of these different types of relationships, including how they influence what is shared.
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	<ul style="list-style-type: none"> •List some of the ways that people are different to each other (including differences of race, gender, religion); •Recognise potential consequences of aggressive behaviour; •Suggest strategies for dealing with someone who is behaving aggressively.
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	<ul style="list-style-type: none"> •List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); •Define the word respect and demonstrate ways of showing respect to others' differences.
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	<ul style="list-style-type: none"> •Understand and identify stereotypes, including those promoted in the media.
	Keeping Myself Safe	
OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2	Danger, risk or hazard?	<ul style="list-style-type: none"> •Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; •Identify situations which are either dangerous, risky or hazardous; •Suggest simple strategies for managing risk.
OR3, OR5, ISH3, ISH5	Picture Wise	<ul style="list-style-type: none"> •Identify images that are safe/unsafe to share online; •Know and explain strategies for safe online sharing; •Understand and explain the implications of sharing images online without consent.
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	<ul style="list-style-type: none"> •Define what is meant by the word 'dare'; •Identify from given scenarios which are dares and which are not; •Suggest strategies for managing dares.
DAT1, HP5	Medicines: check the label	<ul style="list-style-type: none"> •Understand that medicines are drugs; •Explain safety issues for medicine use; •Suggest alternatives to taking a medicine when unwell; •Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).

HE3, DAT1	Know the norms (formerly Tell Mark II)	<ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	<ul style="list-style-type: none"> • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk.
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	<ul style="list-style-type: none"> • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
	Rights and Responsibilities	
BS6, BS7, BS8, PHF4	Who helps us stay healthy and safe?	<ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe.
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	<ul style="list-style-type: none"> • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these.
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	<ul style="list-style-type: none"> • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process.
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	<ul style="list-style-type: none"> • Define the word influence; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
RR5, RR6, BS7	Safety in numbers	<ul style="list-style-type: none"> • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz	<ul style="list-style-type: none"> • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses	<ul style="list-style-type: none"> • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential.

Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	<ul style="list-style-type: none"> • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
	Being My Best	
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> • Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
CF2, RR1, OR4	Making choices	<ul style="list-style-type: none"> • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
PHF1, PHF2, HE1, HE2, HE3, HP3	SCARF Hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	<ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	<ul style="list-style-type: none"> • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.
BFA1, BFA2	Basic first aid	See link to external resources for further information
	Growing and Changing	
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change.
FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> • Name some positive and negative feelings; • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise.
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty.

BS7, CAB1	All change!	<ul style="list-style-type: none"> •Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia; •Understand and explain why puberty happens.
CAB1, CAB2	Period positive	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that periods are a normal part of puberty for girls; •Identify some of the ways they can cope better with periods.
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> •Recognise that marriage includes same sex and opposite sex partners; •Know the legal age for marriage in England or Scotland; •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Year 5

DfE Statutory Requirements	Half termly unit and learning episodes	Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	<ul style="list-style-type: none"> • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively.
CF2, CF3	Give and take	<ul style="list-style-type: none"> • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations.
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	<ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities.
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	<ul style="list-style-type: none"> • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help.
CF2, CF3, CF5, RR1	Being assertive	<ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.
MW2, MW3, MW4, MW9, MW10	Our emotional needs	<ul style="list-style-type: none"> • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
OR2, OR3, MW8	Communication	<ul style="list-style-type: none"> • Understand that online communication can be misinterpreted; • Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
	Valuing Difference	
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	<ul style="list-style-type: none"> • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end.
RR1, RR2, RR4, RR5	Kind conversations	<ul style="list-style-type: none"> • Rehearse active listening skills; • Demonstrate respectfulness in responding to others; • Respond appropriately to others.
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	<ul style="list-style-type: none"> • Recognise some of the feelings associated with feeling excluded or 'left out'; • Give examples of ways in which people behave when they discriminate against others who are different from them; • Understand the importance of respecting others, even when they are different from themselves.
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	<ul style="list-style-type: none"> • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.

RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5, BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	<ul style="list-style-type: none"> •Understand that the information we see online either text or images, is not always true or accurate; •Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; •Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
CF1, CF2, CF3, CF5	It could happen to anyone	<ul style="list-style-type: none"> •Identify the consequences of positive and negative behaviour on themselves and others; •Give examples of how individual/group actions can impact on others in a positive or negative way.
	Keeping Myself Safe	
DAT1	'Thinking' about habits	<ul style="list-style-type: none"> •Explain what a habit is, giving examples; •Describe why and how a habit can be hard to change.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma	<ul style="list-style-type: none"> •Recognise that there are positive and negative risks; •Explain how to weigh up risk factors when making a decision; •Describe some of the possible outcomes of taking a risk.
RR6, OR1, OR2, OR3, OR5, MW8, ISH5	Spot bullying	<ul style="list-style-type: none"> •Demonstrate strategies to deal with both face-to-face and online bullying; •Demonstrate strategies and skills for supporting others who are bullied; •Recognise and describe the difference between online and face-to-face bullying.
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	<ul style="list-style-type: none"> •Define what is meant by a dare; •Explain why someone might give a dare; •Suggest ways of standing up to someone who gives a dare.
CF5	Decision Dilemmas	<ul style="list-style-type: none"> •Recognise which situations are risky; •Explore and share their views about decision making when faced with a risky situation; •Suggest what someone should do when faced with a risky situation.
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> •Reflect on what information they share offline and online; •Recognise that people aren't always who they say they are online; •Know how to protect personal information online.
DAT1	Drugs: true or false?	<ul style="list-style-type: none"> •Understand some of the complexities of categorising drugs; •Know that all medicines are drugs but not all drugs are medicines; •Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
ISH6, DAT1,	Smoking: what is normal?	<ul style="list-style-type: none"> •Understand the actual norms around smoking and the reasons for common misperceptions of these.
BS1	Would you risk it?	<ul style="list-style-type: none"> •Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
	Rights and Responsibilities	
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> •Identify, write and discuss issues currently in the media concerning health and wellbeing; •Express their opinions on an issue concerning health and wellbeing; •Make recommendations on an issue concerning health and wellbeing.

OR4, ISH6	Fact or opinion?	<ul style="list-style-type: none"> • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, responsibilities and duties	<ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out.
MW5	Mo makes a difference	<ul style="list-style-type: none"> • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	<ul style="list-style-type: none"> • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	<ul style="list-style-type: none"> • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils	<ul style="list-style-type: none"> • Explain some of the areas that local councils have responsibility for; • Understand that local Councillors are elected to represent their local community.
Being My Best		
DAT1	Getting fit	<ul style="list-style-type: none"> • Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	<ul style="list-style-type: none"> • Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	<ul style="list-style-type: none"> • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements.
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community	<ul style="list-style-type: none"> • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community.
BS1	Independence and responsibility	<ul style="list-style-type: none"> • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.
ISH4	Star qualities	<ul style="list-style-type: none"> • Describe 'star' qualities of celebrities as portrayed by the media; • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; • Describe 'star' qualities that 'ordinary' people have.

BFA1, BFA2	Basic first aid	See link to external resources for further information
	Growing and Changing	
MW2, MW3, MW4	How are they feeling?	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	<ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
CF1, CF2, CF3, CF5	It could happen to anyone	<ul style="list-style-type: none"> • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.

Year 6

DfE Statutory Requirements	Half termly unit and learning episodes	Learning Outcomes
	Me and My Relationships	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Working together	<ul style="list-style-type: none"> •Demonstrate a collaborative approach to a task; •Describe and implement the skills needed to do this.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate	<ul style="list-style-type: none"> •Explain what is meant by the terms 'negotiation' and 'compromise'; •Suggest positive strategies for negotiating and compromising within a collaborative task; •Demonstrate positive strategies for negotiating and compromising within a collaborative task.
CF2, CF3, CF4, CF5	Solve the friendship problem	<ul style="list-style-type: none"> •Recognise some of the challenges that arise from friendships; •Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	<ul style="list-style-type: none"> •List some assertive behaviours; •Recognise peer influence and pressure; •Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	<ul style="list-style-type: none"> •Recognise and empathise with patterns of behaviour in peer-group dynamics; •Recognise basic emotional needs and understand that they change according to circumstance; •Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day	<ul style="list-style-type: none"> •Describe the consequences of reacting to others in a positive or negative way; •Suggest ways that people can respond more positively to others.
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	<ul style="list-style-type: none"> •Describe ways in which people show their commitment to each other; •Know the ages at which a person can marry, depending on whether their parents agree.
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting Appropriately	<ul style="list-style-type: none"> •Recognise that some types of physical contact can produce strong negative feelings; •Know that some inappropriate touch is also illegal.
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, ISH3, ISH4, ISH5, ISH7	It's a puzzle	<ul style="list-style-type: none"> •Identify strategies for keeping personal information safe online; •Describe safe and respectful behaviours when using communication technology.
	Valuing Difference	

CF2, RR1, RR6, BS1, MW3	Ok to be different	<ul style="list-style-type: none"> •Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; •Suggest strategies for dealing with bullying, as a bystander; •Describe positive attributes of their peers.
RR1, RR5, RR6, OR2	We have more in common than not	<ul style="list-style-type: none"> •Know that all people are unique but that we have far more in common with each other than what is different about us; •Consider how a bystander can respond to someone being rude, offensive or bullying someone else; •Demonstrate ways of offering support to someone who has been bullied.
RR1, RR2, RR3, RR5	Respecting differences	<ul style="list-style-type: none"> •Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> •Understand and explain the term prejudice; •Identify and describe the different groups that make up their school/wider community/other parts of the UK; •Describe the benefits of living in a diverse society; •Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> •Explain the difference between a friend and an acquaintance; •Describe qualities of a strong, positive friendship; •Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.
Keeping Myself Safe		
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	<ul style="list-style-type: none"> •Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; •Understand and describe the ease with which something posted online can spread.
OR3, OR5, ISH3	Traffic lights	<ul style="list-style-type: none"> •Identify strategies for keeping personal information safe online; •Describe safe behaviours when using communication technology.
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	<ul style="list-style-type: none"> •Know that it is illegal to create and share sexual images of children under 18 years old; •Explore the risks of sharing photos and films of themselves with other people directly or online; •Know how to keep their information private online.

MW5	Action stations!	<ul style="list-style-type: none"> •Explain what we mean by the terms voluntary, community and pressure (action) group; •Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
Being My Best		
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	<ul style="list-style-type: none"> •Explain what the five ways to wellbeing are; •Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	<ul style="list-style-type: none"> •Identify aspirational goals; •Describe the actions needed to set and achieve these.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	•Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	<ul style="list-style-type: none"> •Identify risk factors in a given situation (involving alcohol); •Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; •Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	<ul style="list-style-type: none"> •Identify risk factors in a given situation; •Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; •Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.
BFA1, BFA2	Basic first aid	See link to external resources for further information
Growing and Changing		
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change.
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	<ul style="list-style-type: none"> •Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks.
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	<ul style="list-style-type: none"> •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.

OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	<ul style="list-style-type: none"> •Understand the risks of sharing images online and how these are hard to control, once shared; •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
RR1, BS7, CAB1, CAB2	Is this normal?	<ul style="list-style-type: none"> •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty; •Understand what FGM is and that it is an illegal practice in this country; •Know where someone could get support if they were concerned about their own or another person's safety.
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe.
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	<ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby; •Know the legal age of consent and what it means.

The highlighted lesson covers non-statutory elements of sex education that we choose to teach in Year 6.

