

The Friars Primary School
Cannon Street
Salford
M7 3EU

Relationships and sex education policy



Happiness – Achievement – Respect – Determination

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Published: September 2021

Review: September 2023

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1. Aims

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

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

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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

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

At The Friars Primary School we teach RSE as set out in this policy.

These subjects are part of the basic school curriculum which allows school flexibility in developing their planned programme, integrated within a broad and balanced curriculum delivery.

Relationships Educations	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units. The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend 3 meetings outlining the nature of the policy and the school’s statutory responsibilities
4. Pupil consultation – we used pupil voice to identify what pupils would want from an RSE policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at an age appropriate level. Children are taught this alongside two of the school's values of Respect and Achievement that all individuals and communities deserve respect.

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

RSE is not about the promotion of sexual activity, cultures, religions, sexuality or identity and focuses upon the awareness and respect of others.

5. Curriculum

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

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

Pupils in Year 5 & 6 also receive stand-alone sex education sessions delivered by a trained health professional. These sessions focus on body changes & puberty

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

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

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

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. We have adapted our curriculum to meet our children's needs. See the curriculum outline below.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher who will then arrange a follow-up conversation to discuss the concerns.

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

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by Danielle Dicello & Gurkiran Lally (PSHE Leads) through:

- Learning Walks
- Pupil Voice
- Subject reviews

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

11. Teaching of RSE & HE

Aims

At The Friars, we aim to provide opportunities for all pupils to learn and to achieve. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Development in both areas is essential in raising standards of all pupils.

Outline of Procedures and Expectations

At The Friars, the children are taught how society is organised and governed. The pupils learn about their rights and responsibilities. Furthermore, the pupils learn how to deal with choices and risks, and to meet the challenges that life may present, including the use of social media and the internet. They learn to appreciate what it means to be a positive member of a diverse multicultural school and wider society. This helps them to identify their values and work to live up to them.

PSHE is delivered within a whole school approach which includes:

- Class Teachers from Year 1 to 6 teach weekly PSHE lessons. Each Year group follows the same theme each half term.
- PSHE is embedded within the Early Years Curriculum.
- A diverse representation of British modern culture (For example: Black History Month, Anti-Bullying Week, LGBT, and Remembrance Day).

Teaching Time and Curriculum Entitlement

At The Friars, RSE & PSHE is typically taught by Class Teachers in all classes from Early Years to Year 6. In Key Stage One & Two, staff follow the programme of study from the Coram Life Education programme to support their planning of weekly lessons. The content is fully mapped out across Key Stage One and Two, building upon knowledge and skills. From this programme of study, staff deliver six core themes:

Autumn 1 - Me and My Relationships

Autumn 2 - Valuing Difference

Spring 1 - Keeping Myself Safe

Spring 2 - Right and Responsibilities

Summer 1 - Being My Best

Summer 2 – Growing and Changing

**Each core theme has specific learning outcomes, which will be taught across the unit of work.*

PSHE is embedded within the Early Years curriculum with personal, social, and emotional development being their prime area. The main aspects are, making relationships, self-confidence & self-awareness and managing feelings & behaviour.

Sessions in Key Stage One and Two last between 20-40 minutes and these occur at least once a week.

Statement(s) of Intended Impact on Children's Learning and Experiences

At The Friars Primary School, Personal, Social and Health Education (PSHE) enables our children to learn how to become healthy, independent and responsible members of a society. We feel it is an important part of children's education to help them to understand how they are developing personally and socially. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of the diverse society in which we live. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At The Friars Primary School, our PSHE programme of study brings together citizenship, personal and social well-being whilst also promoting a British Values based education. We challenge all of our pupils to seek opportunities to demonstrate the school values: happiness, respect, achievement and determination.

Monitoring and Evaluation Arrangements

The PSHE co-ordinators will look at the class book and learning environment to ensure high quality teaching is impacting on their learning. This will offer an overview of progression in knowledge and skills taught across the year groups. The co-ordinators are responsible for supporting colleagues in their teaching, for being informed about current developments in the subject and for providing a strategic lead and direction for PSHE in the school.

Pupil voice will be used to assess the quality of children's learning and experiences.

Appendix 1: Curriculum map
Relationships and sex education curriculum map

Relationships Education

People Who Care For Me						
Name of lesson and year group taught in.	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.
Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Y1 Who are our special people? Y2 My special people Y3 Family and friends Y4 Friend or acquaintance? Y4 My feelings are all over the place! Y6 Advertising friendships! Y6 Joe's story (part 2) Y6 What's the risk? (2)	Y1 Taking care of a baby Y1 Who are our special people? Y2 My special people Y3 Family and friends Y3 Looking after our special people Y4 My feelings are all over the place! Y4 Friend or acquaintance? Y5 Help! I'm a teenager - get me out of here! Y6 Dan's day Y6 Helpful or unhelpful? Managing change	Y1 Same or different? Y1 Who are our special people? Y1 Our special people balloons Y2 My special people Y3 Family and friends Y3 Let's celebrate our differences Y4 What would I do? Y4 My feelings are all over the place! Y4 The people we share our world with Y4 Together Y5 The land of the Red People Y6 Making babies Y6 Don't force me	Y1 Same or different? Y1 Our special people balloons Y1 Who are our special people? Y2 My special people Y3 Family and friends Y4 Together Y5 Help! I'm a teenager - get me out of here! Y6 Don't force me Y6 Making babies Y6 Advertising friendships!	Y4 Together Y6 Don't force me	Y1 Who can help? (1) Y1 Surprises and secrets Y1 Good or bad touches? Y5 Growing up and changing bodies Y6 Don't force me Y6 Helpful or unhelpful? Managing change

Caring Friendships					
Name of lesson and year group taught in.	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.
Year 1	Y1 Good friends	Y1 Harold has has a bad day	Y1 Who can help? (2)	Y1 How are you listening?	Y1 How are you listening?
Year 2	Y2 Being a good friend	Y1 Good friends	Y1 Unkind, tease or bully?	Y1 It's not fair!	Y1 Pass on the praise!
Year 3	Y3 Looking after our special people	Y1 How are you listening?	Y1 It's not fair!	Y1 Surprises and secrets	Y2 Solve the problem
Year 4	Y3 Friends are special	Y1 It's not fair!	Y1 Good friends	Y1 Unkind, tease or bully?	Y2 Getting on with others
Year 5	Y3 Relationship Tree	Y1 Pass on the praise!	Y2 A helping hand	Y1 Who can help? (2)	Y3 Relationship Tree
Year 6	Y3 Relationship Tree	Y1 Unkind, tease or bully?	Y2 Being a good friend	Y1 Who can help? (1) Y1 Harold has a bad day	Y4 How dare you!
	Y4 Together	Y1 Who can help? (2)	Y2 An act of kindness	Y2 Solve the problem	Y4 My feelings are all over the place!
	Y4 Can you sort it?	Y2 Being a good friend	Y3 How can we solve this problem?	Y3 How can we solve this problem?	Y4 Can you sort it?
	Y4 Friend or acquaintance?	Y3 Looking after our special people	Y4 An email from Harold!	Y3 Friends are special	Y4 What would I do?
	Y5 Qualities of friendship	Y3 Relationship Tree	Y4 Can you sort it?	Y4 Ok or not ok? (part 1)	Y4 Keeping ourselves safe
	Y5 It could happen to anyone	Y3 Friends are special	Y4 Keeping ourselves safe	Y4 Ok or not ok? (part 2)	Y4 Ok or not ok? (part 2)
	Y5 How good a friend are you?	Y4 An email from Harold!	Y4 Ok or not ok? (part 1)	Y4 What would I do?	Y4 Ok or not ok? (part 1)
	Y6 Dan's day	Y4 Making choices	Y5 Qualities of friendship	Y4 Can you sort it?	Y4 Islands
	Y6 Advertising friendships!	Y4 Friend or acquaintance?	Y5 It could happen to anyone	Y5 Qualities of friendship	Y5 Qualities of friendship
	Y6 Joe's story (part 2)	Y4 Ok or not ok? (part 2)	Y5 The land of the Red People	Y5 It could happen to anyone	Y5 It could happen to anyone
		Y4 Ok or not ok? (part 1)	Y5 Relationship cake recipe	Y5 Relationship cake recipe	Y5 Relationship cake recipe
		Y4 Can you sort it?	Y5 Being assertive	Y5 Being assertive	Y5 Being assertive
		Y5 It could happen to anyone	Y5 Give and take	Y6 Solve the friendship problem	Y5 Ella's diary dilemma
		Y5 Qualities of friendship	Y5 How good a friend are you?	Y6 Joe's story (part 2)	Y6 Solve the friendship problem
		Y5 How good a friend are you?	Y6 Solve the friendship problem	Y6 Advertising friendships!	Y6 Advertising friendships!
		Y5 Give and take	Y6 Dan's day		Y6 What's the risk? (1)
		Y5 Being assertive	Y6 Joe's story (part 1)		Y6 Joe's story (part 1)
		Y5 Relationship cake recipe	Y6 What's the risk? (1)		Y6 Assertiveness skills (formerly Behave yourself - 2)
		Y6 Dan's day	Y6 Advertising friendships!		
		Y6 Solve the friendship problem	Y6 Joe's story (part 2)		

		Y6 Advertising friendships! Y6 OK to be different Y6 What's the risk? (1) Y6 Joe's story (part 1)			
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Respectful Relationships								
Name of lesson and year group taught in.	1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	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.
Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Y1 How are you listening? Y1 Same or different? Y1 Pass on the praise! Y2 What makes us who we are? Y3 Respect and challenge Y3 Zeb Y3 How can we solve this problem?	Y1 Harold has a bad day Y1 Why we have classroom rules Y1 It's not fair! Y1 Same or different? Y2 How do we make others feel? Y2 Our ideal classroom (1) Y2 What makes us who we are?	Y1 Harold has a bad day Y1 Harold's school rules Y1 It's not fair! Y1 Why we have classroom rules Y1 Pass on the praise! Y2 Our ideal classroom (2) Y2 An act of kindness Y2 Getting on with	Y4 How dare you! Y4 Keeping ourselves safe Y4 What makes me ME! Y4 Ok or not ok? Y5 Qualities of a good friendship Y5 Relationship cake Y5 Help! I'm a teenager - get me out of here!	Y1 Harold has a bad day Y1 Harold's school rules Y1 Pass on the praise! Y1 Taking care of something Y1 Who can help? (2) Y1 Unkind, tease or bully? Y2 Bullying or	Y1 Unkind, tease or bully? Y1 Who can help? (2) Y2 Don't do that! Y2 Bullying or teasing? Y2 Types of bullying Y2 Getting on with others Y3 Zeb Y3 Let's celebrate our differences	Y3 Zeb Y3 Family and friends Y4 That is such a stereotype! Y5 Happy being me Y5 Stop, start, stereotypes Y5 Is it true? Y6 Two sides to every story Y6 Media manipulation Y6 Boys will be	Y1 Sharing pictures Y1 Surprises and secrets Y1 Good or bad touches? Y2 I don't like that! Y3 None of your business! Y4 Islands Y4 Secret or surprise? Y5 Growing up and changing bodies

<p>Y3 Let's celebrate our differences</p> <p>Y3 Our friends and neighbours</p> <p>Y3 For or against?</p> <p>Y3 Thinks</p> <p>Y4 The people we share our world with</p> <p>Y4 Making choices</p> <p>Y4 Under pressure</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Friend or acquaintance?</p> <p>Y4 What would I do?</p> <p>Y4 Can you sort it?</p> <p>Y4 What makes me ME!</p> <p>Y5 Qualities of friendship</p> <p>Y5 Stop, start, stereotypes</p> <p>Y5 The land of the Red People</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y5 Is it true?</p> <p>Y5 Kind conversations</p> <p>Y5 Spot bullying</p> <p>Y5 Happy being me</p> <p>Y5 Being assertive</p> <p>Y6 Is this normal?</p> <p>Y6 Don't force me</p> <p>Y6 We have more in common than not</p> <p>Y6 Tolerance and</p>	<p>Y2 An act of kindness</p> <p>Y3 Thinks</p> <p>Y3 For or against?</p> <p>Y3 Our friends and neighbours</p> <p>Y3 Let's celebrate our differences</p> <p>Y4 The people we share our world with</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 What makes me ME!</p> <p>Y4 Can you sort it?</p> <p>Y4 What would I do?</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Human machines</p> <p>Y5 Qualities of friendship</p> <p>Y5 Is it true?</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y5 The land of the Red People</p> <p>Y5 Happy being me</p> <p>Y5 Kind conversations</p> <p>Y5 Ella's diary dilemma</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 Respecting differences</p> <p>Y6 Behave yourself</p> <p>Y6 I look great!</p>	<p>others</p> <p>Y3 Respect and challenge</p> <p>Y3 For or against?</p> <p>Y3 Thinks</p> <p>Y4 What would I do?</p> <p>Y4 In the news!</p> <p>Y5 Qualities of a good friendship</p> <p>Y5 Happy being me</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y6 Respecting difference</p>	<p>Y5 The land of the Red People</p> <p>Y6 Media manipulation</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Behave yourself</p> <p>Y6 What's the risk?</p> <p>Y6 Assertiveness skills</p>	<p>teasing?</p> <p>Y2 Don't do that!</p> <p>Y2 Getting on with others</p> <p>Y2 Types of bullying</p> <p>Y3 Zeb</p> <p>Y4 Safety in numbers</p> <p>Y4 The people we share our world with</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Can you sort it?</p> <p>Y4 What would I do?</p> <p>Y5 Qualities of a good friendship</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Kind conversations</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Happy being me</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Land of the Red People</p> <p>Y6 Hoe's story (part 2)</p> <p>Y6 Don't force me</p> <p>Y6 Tolerate and respect for others</p> <p>Y6 We have more in common than not</p> <p>Y6 Acting appropriately</p> <p>Y6 Behave yourself</p> <p>Y6 Respecting</p>	<p>Y4 Safety in numbers</p> <p>Y4 How dare you!</p> <p>Y4 Under pressure</p> <p>Y4 What would I do?</p> <p>Y4 Keeping ourselves safe</p> <p>Y6 Ok to be difference</p> <p>Y6 Boys will be boys?</p> <p>Y6 Behave yourself</p> <p>Y6 What's the risk?</p> <p>Y6 Acting appropriately</p> <p>Y6 We have more in common than not.</p>	<p>boys?</p>	<p>Y5 Ella's diary dilemma</p> <p>Y6 It's a puzzle</p> <p>Y6 Think before you click</p> <p>Y6 Don't force me</p> <p>Y6 Assertiveness skills</p> <p>Y6 Fakebook friends</p>
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	respect for others Y6 Joe's story (part 1) Y6 I look great! Y6 Media manipulation Y6 What's the risk? (1) Y6 Behave yourself Y6 OK to be different Y6 Respecting differences Y6 Boys will be boys? - challenging gender stereotypes	Y6 Tolerance and respect for others Y6 Assertiveness skills			differences			
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Being Safe								
Name of lesson and year group taught in.	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.
Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Y1 Sharing pictures Y1 Harold's school rules Y1 Good or bad touches?	Y1 Sharing pictures Y1 Surprises and secrets Y1 Good or bad touches?	Y1 Keeping privates private Y2 I don't like that! Y2 Some secrets should never be	Y1 Surprises and secrets Y2 I don't like that! Y2 What should Harold say?	Y1 Thinking about feelings Y1 Surprises and secrets Y1 Good or bad	Y1 Sharing pictures Y1 Surprises and secrets Y2 Feeling safe Y2 Playing games	Y1 Surprises and secrets Y1 Good or bad touches? Y1 Keeping privates	Y1 Good or bad touches? Y1 Surprises and secrets Y2 Feeling safe

<p>Y1 Surprises and secrets Y2 Should I tell? Y2 How safe would you feel? Y2 What should Harold say? Y2 Playing games Y2 Fun or not? Y2 Some secrets should never be kept Y3 Safe or unsafe? Y3 None of your business! Y3 Raisin challenge (1) Y3 Dan's dare Y4 Raisin challenge (2) Y4 How dare you! Y4 Islands Y4 Secret or surprise? Y5 Taking notice of our feelings Y5 Is it true? Y5 Ella's diary dilemma Y5 Play, like, share Y5 Would you risk it? Y6 It's a puzzle Y6 Think before you click! Y6 What's the risk? (1) Y6 To share or not to share? Y6 Pressure online Y6 Acting</p>	<p>Y2 Should I tell? Y2 My body, your body Y2 Some secrets should never be kept Y2 Respecting privacy Y2 Playing games Y3 Secret or surprise? Y4 Secret or surprise? Y5 Growing up and changing bodies Y5 Ella's diary dilemma Y5 Dear Ash Y6 Dear Ash Y6 It's a puzzle Y6 What's the risk? (2) Y6 Acting appropriately Y6 To share or not to share?</p>	<p>kept Y2 Fun or not? Y3 Body space Y4 Secret or surprise? Y4 Islands Y5 Growing up and changing bodies Y5 Taking notice of our feelings Y6 To share or not to share? Y6 Pressure online Y6 Acting appropriately Y6 Making babies</p>	<p>Y2 Some secrets should never be kept Y3 Safe or unsafe? Y3 Danger or risk? Y3 None of your business! Y4 Danger, risk or hazard? Y4 Secret or surprise? Y5 Taking notice of our feelings Y5 Dear Ash Y5 Play, like, share Y6 It's a puzzle Y6 Dear Ash Y6 What's the risk? (2) Y6 Acting appropriately Y6 Pressure online Y6 Joe's story (part 1)</p>	<p>touches? Y1 Our feelings Y1 Who can help? (1) Y2 How safe would you feel? Y2 Should I tell? Y2 Fun or not? Y3 Safe or unsafe? Y3 The Risk Robot Y3 None of your business! Y4 Secret or surprise? Y4 Danger, risk or hazard? Y4 Islands Y5 Taking notice of our feelings Y5 Dear Ash Y6 Dear Ash Y6 Pressure online Y6 Acting appropriately</p>	<p>Y3 Raisin challenge (1) Y4 Who helps us stay healthy and safe? Y4 How dare you! Y5 Dear Ash Y6 Dear Ash Y6 Acting appropriately Y6 Making babies Y6 Joe's story part 1) Y6 Behave yourself</p>	<p>private Y2 Feeling safe Y4 Who helps us stay healthy and safe? Y4 All change! Y4 Safety in numbers Y4 Secret or surprise? Y5 Taking notice of our feelings Y5 Dear Ash Y6 Dear Ash Y6 Is this normal? Y6 Joe's story (part 1) Y6 Making babies Y6 Don't force me Y6 Acting appropriately Y6 To share or not to share?</p>	<p>Y3 Helping each other to stay safe Y4 Who helps us stay healthy and safe? Y5 Taking notice of our feelings Y5 Dear Ash Y6 Dear Ash Y6 Acting appropriately Y6 Making babies</p>
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	appropriately Y6 What's the risk? (2)							
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Online Relationships					
Name of lesson and year group taught in.	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.
Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y3 I am fantastic! Y5 Spot bullying Y5 Play, like, share Y6 Fakebook friends Y6 Pressure online Y6 Media manipulation	Y1 Sharing pictures Y2 Playing games Y3 Let's celebrate our differences Y3 None of your business! Y3 Zeb Y3 Relationship Tree Y4 How do we make a difference? Y5 Play, like, share Y5 Communication Y5 Spot bullying Y5 Is it true? Y6 It's a puzzle Y6 Think before you click!	Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y3 Super Searcher Y4 Picture Wise Y5 Is it true? Y5 Spot bullying Y5 Communication Y5 Play, like, share Y6 It's a puzzle Y6 Think before you click! Y6 Traffic lights Y6 Pressure online Y6 To share or not to share? Y6 What's the risk? (2)	Y1 Sharing pictures Y2 Playing games Y3 Super Searcher Y3 Recount task Y3 None of your business! Y5 Fact or opinion? Y5 Is it true? Y5 Play, like, share Y6 It's a puzzle Y6 Think before you click! Y6 Pressure online	Y1 Sharing pictures Y2 Playing games Y3 None of your business! Y3 Super Searcher Y4 Picture Wise Y4 In the news! Y4 That is such a stereotype! Y4 Raisin challenge (2) Y5 Is it true? Y5 Play, like, share Y5 Spot bullying Y6 It's a puzzle Y6 Pressure online Y6 To share or not to share? Y6 Traffic lights

Physical Health Mental Wellbeing – Health Education

Mental Wellbeing

Name of lesson and year group taught in.	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.
<p>Year 1</p> <p>Year 2</p> <p>Year 3</p> <p>Year 4</p> <p>Year 5</p> <p>Year 6</p>	<p>Y1 Our feelings</p> <p>Y4 Different feelings</p> <p>Y5 How good a friend are you?</p> <p>Y6 Dan's day</p> <p>Y6 Rat Park</p> <p>Y6 Fakebook friends</p> <p>Y6 Five Ways to Wellbeing project</p>	<p>Y1 Thinking about feelings</p> <p>Y1 Our feelings</p> <p>Y1 Harold loses Geoffrey</p> <p>Y1 Feelings and bodies</p> <p>Y2 Sam moves away</p> <p>Y2 How are you feeling today?</p> <p>Y2 I don't like that!</p> <p>Y2 Some secrets should never be kept</p>	<p>Y1 Thinking about feelings</p> <p>Y1 Our feelings</p> <p>Y1 Feelings and bodies</p> <p>Y2 When I feel like erupting</p> <p>Y2 How are you feeling today?</p> <p>Y2 My day</p> <p>Y2 How do we make others feel?</p> <p>Y2 An act of kindness</p> <p>Y2 Harold's</p>	<p>Y1 Thinking about feelings</p> <p>Y1 Our feelings</p> <p>Y2 When I feel like erupting</p> <p>Y3 My special pet</p> <p>Y4 Different feelings</p> <p>Y4 When feelings change</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 How dare you!</p> <p>Y4 Islands</p>	<p>Y1 Our feelings</p> <p>Y1 Thinking about feelings</p> <p>Y2 When I feel like erupting</p> <p>Y3 My special pet</p> <p>Y4 Different feelings</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 When feelings change</p> <p>Y4 How dare you!</p> <p>Y4 Islands</p>	<p>Y2 Harold's picnic</p> <p>Y3 My Community</p> <p>Y3 Our helpful volunteers</p> <p>Y4 Volunteering is cool</p> <p>Y5 Mo makes a difference</p> <p>Y6 Rat Park</p> <p>Y6 Five Ways to Wellbeing project</p> <p>Y6</p>	<p>Y1 Feelings and bodies</p> <p>Y1 Who are our special people?</p> <p>Y6 Advertising friendships!</p> <p>Y6 Five Ways to Wellbeing project</p> <p>Y6 Helpful or unhelpful? Managing change</p> <p>Y6 Rat Park</p>	<p>Y1 Thinking about feelings</p> <p>Y1 Feelings and bodies</p> <p>Y1 Our feelings</p> <p>Y2 When someone is feeling left out</p> <p>Y4 An email from Harold!</p> <p>Y6 Rat Park</p> <p>Y6 Five Ways to Wellbeing project</p>	<p>Y1 Who can help? (2)</p> <p>Y1 Unkind, tease or bully?</p> <p>Y3 Zeb</p> <p>Y3 Let's celebrate our differences</p> <p>Y4 Under pressure</p> <p>Y5 Spot bullying</p> <p>Y5 Communication</p>	<p>Y2 Let's all be happy!</p> <p>Y4 Moving house</p> <p>Y5 Our emotional needs</p> <p>Y6 Rat Park</p> <p>Y6 Helpful or unhelpful? Managing change</p>

		<p>Y2 Let's all be happy!</p> <p>Y3 My special pet</p> <p>Y4 Different feelings</p> <p>Y4 Moving house</p> <p>Y4 Secret or surprise?</p> <p>Y5 How are they feeling?</p> <p>Y5 How good a friend are you?</p> <p>Y5 Our emotional needs</p> <p>Y6 Dan's day</p> <p>Y6 Helpful or unhelpful?</p> <p>Managing change</p>	<p>picnic</p> <p>Y3 My special pet</p> <p>Y4 Moving house</p> <p>Y4 An email from Harold!</p> <p>Y4 Different feelings</p> <p>Y4 When feelings change</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 Secret or surprise?</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y5 How are they feeling?</p> <p>Y5 Our emotional needs</p> <p>Y5 How good a friend are you?</p> <p>Y6 Dan's day</p> <p>Y6 Rat Park</p> <p>Y6 I look great</p>	<p>Y4 Islands</p> <p>Y5 How are they feeling?</p> <p>Y5 Our emotional needs</p> <p>Y6 Rat Park</p> <p>Y6 Dan's day</p> <p>Y6 Helpful or unhelpful?</p> <p>Managing change</p>	<p>Y5 How are they feeling?</p> <p>Y5 Our emotional needs</p> <p>Y6 Rat Park</p> <p>Y6 Dan's day</p> <p>Y6 Helpful or unhelpful?</p> <p>Managing change</p>	<p>Community art</p> <p>Y6 Action stations!</p>				
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Internet Safety and Harms							
Name of year group and lesson taught.	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.
Year 1							
Year 2							
Year 3							
Year 4							
Year 5	Y1 Sharing pictures Y2 Playing games Y2 – Computing Autumn 2 Y3 Super Searcher Y3 – Computing Autumn 2 Y4 – Computing Autumn 2 Y5 – Computing Autumn 2 Y6 It's a puzzle Y6 – Computing Autumn 2	Y2 Playing games Y4 Raisin challenge (2) Y4 That is such a stereotype! Y5 Is it true? Y6 Boys will be boys? - challenging gender stereotypes Y6 Five Ways to Wellbeing project Y6 I look great! Y6 Media manipulation	Y1 Sharing pictures Y1 - Computing Autumn 2 Y2 Playing games Y2 – Computing Autumn 2 Y3 Super Searcher Y3 None of your business! Y3 – Computing Autumn & Summer Y4 Picture Wise Y4 – Computing Autumn 2 Y5 Is it true? Y5 Play, like, share Y5 – Computing Autumn 2 Y6 It's a puzzle Y6 Traffic lights	Y3 As a rule Y5 Star qualities? Y5 Spot bullying Y5 – Computing Autumn 2 Y6 Think before you click Y6 Fakebook friends Y6 – Computing Autumn 2	Y1 Sharing pictures Y1 – Computing Autumn 2 Y2 Playing games Y2 – Computing Autumn 2 Y3 Let's celebrate our differences Y3 None of your business! Y3 Zeb Y3 – Computing Autumn 2 Y4 Under pressure Y4 – Computing Autumn 2 Y5 Is it true? Y5 Play, like, share Y5 – Computing Autumn 2 Y6 It's a puzzle Y6 Think before you	Y1 – Computing Summer 2 Y2 – Computing Summer 2 Y3 Super Searcher Y3 Recount task Y3 – Computing Summer 2 Y4 Raisin challenge (2) Y4 In the news! Y4 – Computing Summer 2 Y5 Fact or opinion? Y5 Is it true? Y5 What's the story? Y5 Smoking: what is normal? Y5 – Computing Summer 2 Y6 Boys will be boys? - challenging gender stereotypes	Y1 Sharing pictures Y1 Computing Autumn 2 Y2 – Computing Autumn 2 Y2 Playing games Y3 None of your business! Y3 – Computing Autumn 2 Y4 In the news! Y5 Play, like, share Y5 – Computing Autumn 2 Y6 It's a puzzle Y6 To share or not to share? Y6 – Computing Autumn 2

			Y6 To share or not to share? Y6 – Computing Autumn 2		click! Y6 To share or not to share? Y6 Media manipulation Y6 – Computing Autumn 2	Y6 Two sides to every story Y6 Fakebook friends Y6 What's the risk? (2) Y6 – Computing Autumn 2	
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Healthy Eating			
Name of lesson and year group taught in.	What constitutes a healthy diet (including understanding calories and other nutritional content).	2. The principles of planning and preparing a range of healthy meals.	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Y1 I can eat a rainbow Y1 Eat well Y2 My day Y2 My body needs... Y3 Derek cooks dinner! (healthy eating) Y3 Science – Animals Including Humans Y4 SCARF Hotel Y4 Danger, risk or hazard? Y5 What's the story	Y1 Eat Well Y1 I can eat a rainbow Y3 Derek cooks Dinner (healthy eating) Y3 Science – Animals Including Humans Y4 SCARF Hotel	Y1 Eat Well Y1 I can eat a rainbow Y3 Derek cooks Dinner (healthy eating) Y3 Alcohol and cigarettes the facts Y3 Help or harm? Y4 SCARF Hotel Y4 Know the norms Y6 Rat Park Y6 What sort of drug is...? Y6 Joe's story (part 1) Y6 Drugs: it's the law Y6 Alcohol: what is normal?

Physical Health + Fitness				
Name of lesson and year group	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	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

taught in.		walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		health.
Year 1				
Year 2				
Year 3	Y1 Healthy me	Y2 My day	Y1 Healthy me	Y1 Inside my wonderful body!
Year 4	Y2 My body needs...	Y5 What's the story?	Y5 What's the story?	Y4 Who helps us stay healthy and safe?
Year 5	All Year groups through weekly PE sessions	Y6 Five Ways to Wellbeing project		
Year 6		All Year groups through - Daily mile / active blast/ outdoor learning/Forest Schools/ Sports Clubs		

Drugs, Alcohol + Tobacco	
Name of lesson and year group taught in.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Year 1	Y1 What could Harold do?
Year 2	Y2 Harold's picnic
Year 3	Y3 Help or harm
Year 4	Y3 Alcohol and cigarettes: the facts
Year 5	Y5 'Thinking' about habits
Year 6	Y5 Smoking: what is normal?
	Y5 Drugs: true or false?
	Y5 Getting fit
	Y6 What sort of drug is...?
	Y6 Rat Park
	Y6 Alcohol: what is normal?
	Y6 Drugs: it's the law
	Y6 What's the risk? (1)
	Y6 Science – Animals Including Humans – Summer 2

Health + Prevention				
Name of lesson and year group	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect	About dental health and the benefits of good oral hygiene and dental flossing, including regular	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the	The facts and science relating to allergies, immunisation and vaccination.

taught in.	weight, mood and ability to learn.	check-ups at the dentist.	importance of handwashing.	
Year 1	Y1 Super sleep	Y1 Harold's wash and brush up	Y1 Harold's wash and brush up	Y2 Harold's postcard - helping us to keep clean
Year 2	Y1 Healthy me	Y1 Healthy me	Y1 Catch it! Bin it! Kill it!	and healthy
Year 3	Y2 My body needs...	Y2 Harold's bathroom	Y2 Harold's postcard - helping us to keep clean and healthy	
Year 4		Y3 Science - Animals Including Humans	Y3 Poorly Harold	
Year 5		Au1	Y4 Medicines: check the label	
Year 6			Y6 What is HIV? *	

Basic First Aid		
Name of lesson and year group taught in.	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
Year 1	Y1 Basic first aid	Y1 Basic first aid
Year 2	Y2 Feeling safe	Y2 Feeling safe
Year 3	Y3 Basic first aid	Y3 Basic first aid
Year 4	Y4 Basic first aid	Y4 Basic first aid
Year 5	Yr 5 Basic first aid	Yr 5 Basic first aid
Year 6	Y6 Basic first aid	Y6 Basic first aid

Changing Adolescent Body		
Name of lesson and year group taught in.	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.
Year 1	Y1 Taking care of a baby	Y4 Period positive *
Year 2	Y1 Then and now	Y5 Growing up and changing bodies
Year 3	Y2 Haven't you grown!	Y5 My changing body (This is from the Y3 Scarf Lessons)
Year 4	Y4 Period positive *	Y5 Science - Animal Including Humans - Summer
Year 5	Y4 All change! *	Y6 Making babies - Taught Through Science - Animals Including Science
Year 6	Y4 My feelings are all over the place!	Y6 Is this normal?
	Y5 Growing up and changing bodies	Y6 -School Nurse Summer
	Y5 My changing body (This is from the Y3 Scarf Lessons)	
	Y5 Help! I'm a teenager - get me out of here!	
	Y5 Changing bodies and feelings	
	Y5 Science - Animal Including Humans - Summer	
	Y6 Is this normal?	

Y6 Making babies – Taught Through Science – Animals Including Science
 Y6 –School Nurse Summer

The Friars Half Termly Lesson Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Me & My Relationships</u> Why we have classroom rules	<u>Valuing Difference</u> Same or different? Unkind, test or bully?	<u>Keeping Myself Safe</u> Healthy me Super sleep	<u>Rights & Responsibilities</u> Harold's wash and brush up	<u>Being My Best</u> I can eat a rainbow Eat well	<u>Growing & Changing</u> Inside my wonderful body! Taking care of a baby

	<p>Thinking about our feelings</p> <p>Feelings and bodies</p> <p>Our special people</p> <p>Balloons</p> <p>Good friends</p> <p>How are you listening</p>	<p>Harold's school rules</p> <p>Who are our special people?</p> <p>It's not fair!</p>	<p>Who can help? (1)</p> <p>Harold loses Geoffrey</p> <p>What could Harold do?</p> <p>Good or bad touches?</p> <p>Sharing pictures</p>	<p>Around and about the school</p> <p>Taking care of something</p> <p>Harold's money</p> <p>How should we look after our money?</p> <p>Basic first aid</p>	<p>Catch it! Bin it! Kill it!</p> <p>Harold learns to ride his bike</p> <p>Pass the praise</p> <p>Harold has a bad day</p>	<p>Then and now</p> <p>Who can help? (2)</p> <p>Surprises and secrets</p> <p>Keeping privates private</p>
Year 2	<p><u>Me & My Relationships</u></p> <p>Our ideal classroom (1)</p> <p>Our ideal classroom (2)</p> <p>How are you feeling today?</p> <p>Bullying or teasing?</p> <p>Don't do that!</p> <p>Types of bullying</p> <p>Being a good friend</p> <p>Let's all be happy!</p>	<p><u>Valuing Difference</u></p> <p>What makes us who we are?</p> <p>How do we make others feel?</p> <p>My special people</p> <p>When someone is left out</p> <p>An act of kindness</p> <p>Solve the problem</p>	<p><u>Keeping Myself Safe</u></p> <p>Harold's picnic</p> <p>How safe would you feel?</p> <p>What should Harold say?</p> <p>I don't like that!</p> <p>Fun or not?</p> <p>Should I tell?</p> <p>Some secrets should never be kept.</p>	<p><u>Rights & Responsibilities</u></p> <p>Getting on with others</p> <p>When I feel like erupting</p> <p>Feeling safe</p> <p>How can we look after our environment?</p> <p>Harold saves for something special</p> <p>Harold goes camping</p> <p>Playing games</p>	<p><u>Being My Best</u></p> <p>You can do it!</p> <p>My day</p> <p>Harold's postcard – helping us keep clean and healthy</p> <p>Harold's bathroom</p> <p>My body needs...</p> <p>What does my body do?</p>	<p><u>Growing & Changing</u></p> <p>A helping hand</p> <p>Sam moves away</p> <p>Haven't you grown!</p> <p>My body, your body</p> <p>Respecting privacy</p> <p>Basic first aid</p>
Year 3	<p><u>Me & My Relationships</u></p> <p>As a rule</p> <p>My special pet</p> <p>Tangram team challenge</p> <p>Looking after special people</p>	<p><u>Valuing Difference</u></p> <p>Family and friends</p> <p>My community</p> <p>Respect and challenge</p> <p>Our friends and neighbours</p>	<p><u>Keeping Myself Safe</u></p> <p>Safe or unsafe?</p> <p>Danger or risk?</p> <p>The Risk Robot</p> <p>Alcohol and cigarettes: the facts</p>	<p><u>Rights & Responsibilities</u></p> <p>Our helpful volunteers</p> <p>Helping each other to stay safe</p> <p>Recount task</p>	<p><u>Being My Best</u></p> <p>Derek cooks dinner! (healthy eating)</p> <p>Poorly Harold</p> <p>For or against?</p> <p>I am fantastic!</p>	<p><u>Growing & Changing</u></p> <p>Relationship Tree</p> <p>Body space</p> <p>Secret or surprise?</p> <p>My changing body</p>

	<p>How can we solve this problem?</p> <p>Dan's dare</p> <p>Thunks</p> <p>Friends are special</p>	<p>Let's celebrate our differences</p> <p>Zeb</p>	<p>Super Searcher</p> <p>None of your business!</p> <p>Raisin Challenge (1)</p> <p>Harm or help?</p>	<p>Harold's environment project</p> <p>Can Harold afford it?</p> <p>Earning money</p>	<p>Getting on with your nerves!</p> <p>Body team work</p> <p>Top talents</p>	<p>Basic first aid</p>
Year 4	<p><u>Me & My Relationships</u></p> <p>An email from Harold!</p> <p>Ok or not? (part 1)</p> <p>Ok or not? (part 2)</p> <p>Human machines</p> <p>Different feelings</p> <p>When feelings change</p> <p>Under pressure</p>	<p><u>Valuing Difference</u></p> <p>Can you sort it?</p> <p>Islands</p> <p>Friend or acquaintance?</p> <p>What would I do?</p> <p>There people we share our world with</p> <p>That is such a stereotype!</p>	<p><u>Keeping Myself Safe</u></p> <p>Danger, risk or hazard?</p> <p>Picture Wise</p> <p>How dare you!</p> <p>Medicines: check the label</p> <p>Know the norms</p> <p>Keeping ourselves safe</p> <p>Raisin challenge (2)</p>	<p><u>Rights & Responsibilities</u></p> <p>Who helps us stay healthy and safe?</p> <p>It's your right</p> <p>How do we make a difference?</p> <p>In the news!</p> <p>Safety in numbers</p> <p>Logo quiz</p> <p>Harold's expenses</p> <p>Why pay taxes?</p>	<p><u>Being My Best</u></p> <p>What makes me Me!</p> <p>Making choices</p> <p>SCARF Hotel</p> <p>Harold's Seven Rs</p> <p>My school community (1)</p> <p>Basic first aid</p>	<p><u>Growing & Changing</u></p> <p>Moving house</p> <p>My feelings are all over the place!</p> <p>All change!</p> <p>Period positive</p> <p>Secret or surprise?</p> <p>Together</p>
Year 5	<p><u>Me & My Relationships</u></p> <p>Collaboration</p> <p>Challenge! Give and take</p> <p>How good a friend are you?</p> <p>Relationship cake recipe</p> <p>Being assertive</p> <p>Our emotional needs</p>	<p><u>Valuing Difference</u></p> <p>Qualities of friendship</p> <p>Kind conversations</p> <p>Happy being me</p> <p>The land of the Red</p> <p>People</p> <p>Is it true?</p>	<p><u>Keeping Myself Safe</u></p> <p>'Thinking' about habits</p> <p>Jays dilemma</p> <p>Spot bullying</p> <p>Ella's diary dilemma</p> <p>Decisions dilemmas</p> <p>Play, like, share</p>	<p><u>Rights & Responsibilities</u></p> <p>What's the story?</p> <p>Fact or opinion?</p> <p>Rights, responsibilities and duties</p> <p>Mo makes a difference</p> <p>Spending wisely</p>	<p><u>Being My Best</u></p> <p>Getting fit</p> <p>It all adds up!</p> <p>Different skills</p> <p>My community (2)</p> <p>Independence and responsibility</p>	<p><u>Growing & Changing</u></p> <p>How are they feeling?</p> <p>Taking notice of feelings</p> <p>Dear Hetty</p> <p>Changing bodies and feelings</p> <p>Growing up and changing bodies</p>

	Communication	It could happen to anyone	Drugs: true or false? Smoking: what is normal? Would you risk it?	Lend us a fiver! Local councils	Star qualities? Basic first aid	It could happen to anyone Help! I'm a teenager – get me out of here!
Year 6	<u>Me & My Relationships</u> Working together Let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle	<u>Valuing Difference</u> Ok to be different We have more than in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? –challenging gender stereotypes	<u>Keeping Myself Safe</u> Think before you click! To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) Joe's story (part 2)	<u>Rights & Responsibilities</u> Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 & 2) Happy shoppers Democracy in Britain 1 Elections Democracy in Britain 2 How (most) laws are made	<u>Being My Best</u> Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid	<u>Growing & Changing</u> Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV? *

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online

Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
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<u>Mental wellbeing</u>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), 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). • 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.
<u>Internet safety and harms</u>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	<ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Changing
adolescent
body**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	

Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent signature	
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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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