



Our Mission: To improve the communities we serve for the better

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

Relationships and Sex Education (RSE) Policy

Written by	ESLT
Date for Review	
Approving Body	The Strategic Development Committee
Signed Chair of Trustees	

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

Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils in accordance with section 34 of the Children and Social work act 2017.

We are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The St Augustine's Academy, we teach RSE as set out in this policy.

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 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 give their comments about the policy;
4. Pupil consultation – we investigated what exactly pupils want from their RSE;
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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 children are fully informed and do not seek answers online.

Primary sex education will focus on preparing boys and girls for the changes that adolescence brings

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

Delivery of RSE

RSE is taught in a cross-curricular approach, alongside the science curriculum, PSHE, ICT, RE, assemblies, school values and golden threads.

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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision-making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;

- Managing conflict;
- Discussion and group work.

In The St Augustine's Academy, we follow the Coram Life Education, SCARF programme. For each year group, six themed units provide a complete PSHE and wellbeing curriculum, including mental health and Relationships and Sex Education (RSE), along with related assessment tools. This is a whole school approach to teaching PSHE and RSE.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. (Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). We are also sensitive to the fact that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The Board of Trustees

The Board of Trustees has approved this policy and will hold the Principal of each academy to account for its implementation.

The Principal

The Principal of each academy is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory components of RSE.

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 Principal.

Pupils

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

Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of RSE. Before doing so, parents are encouraged to talk to the class teacher and/or view teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

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 Principal 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 where required.

Monitoring

The delivery of RSE is monitored by the Senior Leadership Team (SLT) through planning and book scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by Trustees on an annual basis. At each review, the policy will be approved by the Board of Trustees.

Appendix 1: Scheme of Work for Years Reception to Year 6

THE ST AUGUSTINE'S ACADEMY RSE COVERAGE DOCUMENT

SUGGESTED outcomes: <i>Pupils should know</i>		Coram Life Education Lesson	Other ways this will be covered in the curriculum
RELATIONSHIPS EDUCATION			
Families and people who care for me			
1a	That families are important for children growing up because they can give love, security, and stability.	1 Who are our special people? 2 My special people 3 Family and friends 4 Friend or acquaintance 4 My feelings are all over 6 Advertising friendships	RE curriculum
1b	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.	1 Who are our special people? 1 Taking care of a baby 2 My special people 3 Family and friends Looking after our special people 4 Friend or acquaintance 4 My feelings are all over 6 Dan's day 6 Helpful or unhelpful?	
1c	That others' 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.	1 Same or different 1 Who are our special people? 1 Our special people balloons 2 My special people 3 Family and friends 3 Let's celebrate our differences 4 What would I do? 4 The people we share 4 My feelings are all over 4 Together 6 Don't force me	
1d	That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security as they grow up.	1 Same or different 1 Who are our special people? 1 Our special people balloons 2 My special people 3 Family and friends 4 Together 6 Don't force me 6 Advertising friendships	
1e	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	4 Together 6 Don't force me	
1f	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	1 Who can help? 1 Good or bad touches 1 Surprises and secrets 6 Don't force me 6 Helpful or unhelpful?	
Caring Friendships			
2a	How important friendships are in making us feel happy and secure, and how people	1 Good friends 2 Being a good friend	These issues will be also be covered through

	choose and make friends.	<p>3 Looking after our special people</p> <p>3 Friends are special</p> <p>3 Relationship tree</p> <p>4 Can you sort it?</p> <p>4 Friend or acquaintance?</p> <p>5 How good a friend are you?</p> <p>5 Qualities of friendship</p> <p>5 It could happen to anyone</p> <p>6 Advertising friendships</p>	talking to children, getting to know the children well and in specific PSHE activities when they arise.
2b	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	<p>1 Good friends</p> <p>1 How are you listening?</p> <p>1 Who can help?</p> <p>1 Unkind, tease or bully?</p> <p>1 Pass on the praise</p> <p>1 It's not fair!</p> <p>1 Harold has a bad day</p> <p>2 Being a good friend</p> <p>3 Looking after our special people</p> <p>3 Friends are special</p> <p>3 Relationship tree</p> <p>4 An email from Harold!</p> <p>4 Ok or not ok?</p> <p>4 Can you sort it?</p> <p>4 Friend or acquaintance</p> <p>4 Making choices</p> <p>5 Give and Take</p> <p>5 How good a friend are you?</p> <p>5 Cake recipe</p> <p>5 Being assertive</p> <p>5 Qualities of friendship</p> <p>5 It could happen to anyone</p> <p>6 Solve the problem</p> <p>6 Dan's day</p> <p>6 Ok to be different</p> <p>6 Advertising friendships</p> <p>6 What's the risk?</p>	
2c	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	<p>1 Good friends</p> <p>1 Who can help?</p> <p>1 Unkind, tease or bully?</p> <p>1 It's not fair!</p> <p>2 Being a good friend</p> <p>2 A helping hand</p> <p>2 An act of kindness</p> <p>3 How can we solve this problem?</p> <p>4 An email from Harold!</p> <p>4 Ok or not ok?</p> <p>4 Can you sort it?</p> <p>4 Keeping ourselves safe</p> <p>5 Give and Take</p> <p>5 How good a friend are you?</p> <p>5 Cake recipe</p> <p>5 Being assertive</p> <p>5 Qualities of friendship</p> <p>5 The Land of the Red People</p> <p>5 It could happen to anyone</p> <p>6 Solve the problem</p>	

		<ul style="list-style-type: none"> 6 Dan's day 6 Advertising friendships 6 What's the risk? 	
2d	That most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	<ul style="list-style-type: none"> 1 Who can help 1 Surprises and secrets 1 How are you listening? 1 Unkind, tease or bully? 1 It's not fair! 1 Harold has a bad day 2 Solve the problem 3 Friends are special 3 How can we solve this problem? 4 Ok or not ok? 4 Can you sort it? 4 What would I do? 5 How good a friend are you? 5 Cake recipe 5 Qualities of friendship 6 Solve the friendship problem 6 Advertising friendships 	
2e	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.	<ul style="list-style-type: none"> 1 How are you listening? 1 Pass on the praise 2 Solve the problem 2 Getting on with others 3 Relationship tree 4 Ok or not ok? 4 Can you sort it? 4 What would I do? 4 Islands 4 Keeping ourselves safe 4 How dare you? 5 Cake recipe 5 Being assertive 5 Qualities of friendship 5 It could happen to anyone 5 Ella's dilemma 6 Solve the friendship problem 6 Assertiveness skills 6 What's the risk? 6 Advertising friendships 	

Respectful Relationships			
3a	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.	<ul style="list-style-type: none"> 1 Same or different 1 How are you listening? 1 Pass on the praise 2 What makes us who we are? 3 Let's celebrate our differences 3 Zeb 3 Respect and challenge 3 Our friends and neighbours 3 How can we solve this problem? 3 Thunks 3 For or against? 4 Ok or not ok? 	<p>RE curriculum</p> <p>Assemblies and Forge Trust Values</p> <p>Embedded through use of rules and good adult role modelling</p> <p>Assemblies and Forge</p>

		<p>4 Under pressure</p> <p>4 Can you sort it?</p> <p>4 Friend or acquaintance</p> <p>4 What would I do?</p> <p>4 The people we share</p> <p>4 What makes me ME</p> <p>5 Being assertive</p> <p>5 Qualities of friendship</p> <p>5 Kind conversations</p> <p>5 Happy being me</p> <p>5 The Land of the Red People</p> <p>5 Is it true?</p> <p>5 Spot bullying</p> <p>5 Stop, start, stereotypes</p> <p>6 Assertiveness skills</p> <p>6 Behave yourself</p> <p>6 Don't force me</p> <p>6 Ok to be different</p> <p>6 We have more in common</p> <p>6 Respecting differences</p> <p>6 tolerance and respect</p> <p>6 Boys will be boys?</p> <p>6 What's the risk?</p> <p>6 I look great!</p>	Trust Values
3b	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	<p>1 Same or different</p> <p>1 It's not fair</p> <p>1 Harold has a bad day</p> <p>1 Why we have classroom rules</p> <p>2 What makes us who we are? 2 How do we make others feel?</p> <p>2 An act of kindness</p> <p>2 Our ideal classroom 1</p> <p>3 Let's celebrate our differences</p> <p>3 Our friends and neighbours</p> <p>3 Thunks</p> <p>3 For or against?</p> <p>4 Ok or not ok?</p> <p>4 Human machines</p> <p>4 Can you sort it?</p> <p>4 What would I do?</p> <p>4 The people we share</p> <p>4 What makes me ME</p> <p>5 Qualities of friendship</p> <p>5 Kind conversations</p> <p>5 Happy being me</p> <p>5 The Land of the Red People</p> <p>5 Is it true?</p> <p>5 Ella's dilemma</p> <p>6 Assertiveness skills</p> <p>6 Behave yourself</p> <p>6 Respecting differences</p> <p>6 Tolerance and respect</p> <p>6 Boys will be boys?</p> <p>6 I look great!</p>	
3c	The conventions of courtesy and manners.	<p>1 Why we have classroom rules</p> <p>1 It's not fair</p>	

		<ul style="list-style-type: none"> 1 Harold's school rules 1 Harold has a bad day 1 Why we have classroom rules 2 An act of kindness 2 Getting on with others 2 Our ideal classroom 2 3 Respect and challenge 3 Thunks 3 For or against? 4 What would I do? 4 In the news 5 Cake recipe 5 Qualities of friendship 5 Happy being me 6 Respecting differences 	
3d	The importance of self-respect and how this links to their own happiness.	<ul style="list-style-type: none"> 4 How dare you? 4 Keeping ourselves safe 5 Cake recipe 5 Qualities of friendship 5 Kind conversations 5 Happy being me 5 The Land of the Red People 5 Ella's dilemma 6 Assertiveness skills 6 Behave yourself 6 What's the risk? 6 I look great! 	
3e	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.	<ul style="list-style-type: none"> 1 Who can help 1 Unkind, tease or bully 1 Harold's school rules 1 Pass on the praise 1 Harold has a bad day 2 Getting on with others 2 Don't do that! 2 Bullying or teasing? 2 Types of bullying 3 Zeb 4 Ok or not ok? 4 Can you sort it? 4 What would I do? 4 The people we share 4 Safety in numbers 5 Cake recipe 5 Qualities of friendship 5 Kind conversations 5 Happy being me 5 The Land of the Red People 5 Ella's dilemma 5 Taking notice of our feelings 6 Assertiveness skills 6 Behave yourself 6 Don't force me 6 Acting appropriately 6 We have more in common 6 Respecting differences 6 Tolerance and respect 	Anti-Bullying Week

3f	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.	<ul style="list-style-type: none"> 1 Who can help 1 Unkind, tease or bully 2 Getting on with others 2 Don't do that! 2 Bullying or teasing? 2 Types of bullying 3 Let's celebrate our differences 4 Under pressure 4 What would I do? 4 How dare you? 4 Keeping ourselves safe 4 Safety in numbers 5 Happy being me 5 Is it true? 5 Stop, start, stereotypes 6 Behave yourself 6 Acting appropriately 6 Ok to be different 6 We have more in common 6 Boys will be boys? 6 What's the risk? 	
3g	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	<ul style="list-style-type: none"> 3 Family and friends 3 Zeb 4 That is such a stereotype 5 Happy being me 5 Is it true? 5 Stop, start, stereotypes 6 Boys will be boys? 6 Two sides to every story 	
3h	The importance of permission-seeking and giving in relationships with friends, peers and adults.	<ul style="list-style-type: none"> 1 Good or bad touches 1 Sharing pictures 1 Who can help 2 I don't like that! 3 None of your business 4 Islands 5 Ella's dilemma 5 Growing up and changing bodies 6 Assertiveness skills 6 Don't force me 6 It's a puzzle 6 Think before you click! 6 Fakebook friends 	
Online Relationships			
4a	That people sometimes behave differently online, including by pretending to be someone they are not.	<ul style="list-style-type: none"> 1 Sharing pictures 2 Playing games 3 None of your business 3 I am fantastic! 5 Spot bullying 6 Pressure online 6 Fakebook friends 	Computing Curriculum
4b	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.	<ul style="list-style-type: none"> 1 Sharing pictures 2 Playing games 3 Let's celebrate our differences 3 Zeb 3 None of your business 3 Relationship tree 	

		<p>4 How do we make a difference?</p> <p>5 Communication</p> <p>5 Is it true?</p> <p>5 Spot bullying</p> <p>6 It's a puzzle</p> <p>6 Think before you click</p>	
4c	Rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.	<p>1 Sharing pictures</p> <p>2 Playing games</p> <p>3 None of your business</p> <p>3 Super searcher</p> <p>4 Picture wise</p> <p>5 Is it true?</p> <p>5 Spot bullying</p> <p>6 It's a puzzle</p> <p>6 Think before you click</p> <p>6 Traffic lights</p> <p>6 Pressure online</p>	
4d	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	<p>1 Sharing pictures</p> <p>2 Playing games</p> <p>3 None of your business</p> <p>3 Recount task</p> <p>3 Super searcher</p> <p>5 Is it true?</p> <p>6 It's a puzzle</p> <p>6 Think before you click</p> <p>6 Pressure online</p>	
4e	How information and data is shared and used online.	<p>1 Sharing pictures</p> <p>2 Playing games</p> <p>3 None of your business</p> <p>3 Super searcher</p> <p>4 Picture wise</p> <p>5 Is it true?</p> <p>5 Spot bullying</p> <p>6 It's a puzzle</p> <p>6 Traffic lights</p> <p>6 Pressure online</p>	
Being Safe			
5a	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<p>1 Good or bad touches</p> <p>1 Sharing pictures</p> <p>1 Harold's school rules</p> <p>2 Playing games</p> <p>2 How safe would you feel?</p> <p>2 What should Harold say?</p> <p>2 Fun or not?</p> <p>2 Should I tell?</p> <p>2 Some secrets should never be kept</p> <p>3 None of your business</p> <p>3 Raisin challenge (1)</p> <p>3 Dan's dare</p> <p>3 Safe or unsafe?</p> <p>4 Secret or surprise</p> <p>5 Is it true?</p> <p>5 Ella's dilemma</p> <p>5 Taking notice of our feelings</p> <p>6 Acting appropriately</p> <p>6 Pressure online</p>	Computing curriculum

5b	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.	<ul style="list-style-type: none"> 1 Good or bad touches 1 Sharing pictures 2 Playing games 2 My body, your body 2 Respecting privacy 2 Should I tell? 2 Some secrets should never be kept 3 Body Space 3 Secret or surprise? 4 Secret or surprise 5 Ella's dilemma 5 Growing up and changing bodies 5 Dear Ash 6 Acting appropriately 6 Dear Ash 	
5c	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	<ul style="list-style-type: none"> 1 Keeping privates private 2 I don't like that! 2 Fun or not? 2 Some secrets should never be kept 3 Body Space 3 Danger or risk? 4 Secret or surprise 5 Taking notice of our feelings 6 Acting appropriately 6 To share or not to share? 6 Pressure online 	
5d	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	<ul style="list-style-type: none"> 2 I don't like that! 2 What should Harold say? 2 Some secrets should never be kept 3 None of your business 3 Safe or unsafe? 4 Danger, risk, hazard? 5 Taking notice of our feelings 5 Dear Ash 6 Acting appropriately 6 Dear Ash 6 Pressure online 	
5e	How to recognise and report feelings of being unsafe or feeling bad about any adult.	<ul style="list-style-type: none"> 1 Who can help 1 Thinking about feelings 1 Our feelings 1 Good or bad touches 1 Respectful relationships 2 How safe would you feel? 2 Fun or not? 2 Should I tell? 3 None of your business 3 Safe or unsafe? 3 The risk robot 4 Islands 4 Danger, risk, hazard? 5 Taking notice of our feelings 5 Dear Ash 6 Acting appropriately 6 Dear Ash 	

		6 Pressure online	
5f	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	1 Sharing pictures 1 Respectful relationships 2 Feeling safe 2 Playing games 3 Raisin challenge (1) 4 Islands 4 How dare you 4 Who helps us stay healthy? 5 Dear Ash 6 Acting appropriately 6 Dear Ash 6 Behave yourself	
5g	How to report concerns or abuse, and the vocabulary and confidence needed to do so.	1 Good or bad touches 1 Respectful relationships 1 Keeping privates private 2 Feeling safe 4 Who helps us stay healthy? 4 All change 4 Secret or surprise 5 Taking notice of our feelings 5 Dear Ash 6 Don't force me 6 Acting appropriately 6 Dear Ash 6 To share or not to share? 6 Is this normal?	
5h	Where to get advice e.g. family, school and/or other sources.	1 Good or bad touches 1 Respectful relationships 2 Feeling safe 3 Helping each other to stay safe 4 Who helps us stay healthy? 5 Taking notice of our feelings 5 Dear Ash 6 Acting appropriately 6 Dear Ash	

HEALTH EDUCATION			
Mental wellbeing			
6a	That mental wellbeing is a normal part of daily life, in the same way as physical health.	1 Our feelings 4 Different feelings 5 How good a friend are you? 6 Dan's day 6 Rat park 6 Fakebook friends 6 Five ways	Assemblies and Forge Trust Values Children's Mental Health Awareness week
6b	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	1 Harold loses Geoffrey 1 Thinking about feelings 1 Our feelings 1 Feelings and bodies 2 How are you feeling today?	

	situations.	<p>2 Let's all be happy!</p> <p>2 I don't like that!</p> <p>2 Some secrets should never be kept</p> <p>2 Sam moves away</p> <p>3 My special pet</p> <p>4 Different feelings</p> <p>4 Moving house</p> <p>4 Secret or surprise</p> <p>5 How good a friend are you?</p> <p>5 Our emotional needs</p> <p>5 How are they feeling?</p> <p>6 Dan's day</p> <p>6 helpful or unhelpful?</p>	
6c	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.	<p>1 Thinking about feelings</p> <p>1 Our feelings</p> <p>1 Feelings and bodies</p> <p>2 How are you feeling today?</p> <p>2 How do we make others feel?</p> <p>2 An act of kindness</p> <p>2 When I feel like erupting</p> <p>2 My day</p> <p>2 Harold's picnic</p> <p>3 My special pet</p> <p>4 An email from Harold</p> <p>4 Ok or not ok?</p> <p>4 Different feelings</p> <p>4 When feelings change</p> <p>4 Moving house</p> <p>4 Secret or surprise</p> <p>5 How good a friend are you?</p> <p>5 Our emotional needs</p> <p>5 How are they feeling?</p> <p>6 Dan's day</p> <p>6 Rat park</p> <p>6 I look great!</p>	
6d	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<p>1 Thinking about feelings</p> <p>1 Our feelings</p> <p>2 When I feel like erupting</p> <p>3 My special pet</p> <p>4 Different feelings</p> <p>4 When feelings change</p> <p>5 Our emotional needs</p> <p>5 How are they feeling?</p> <p>6 Dan's day</p> <p>6 Rat park</p> <p>6 Helpful or unhelpful?</p>	
6e	The benefits of physical exercise, time outdoors, community, voluntary and service-based activity on mental wellbeing and happiness.	<p>2 Harold's picnic</p> <p>3 My community</p> <p>3 Our helpful volunteers</p> <p>5 Mo makes a difference</p> <p>6 Rat park</p> <p>6 Action stations</p> <p>6 Five ways</p>	

PE Curriculum

6f	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	<ul style="list-style-type: none"> 1 Who are our special people? 1 Feelings and bodies 6 Advertising friendships 6 Rat park 6 Five ways 6 Helpful or unhelpful? 	Anti-Bullying Week
6g	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	<ul style="list-style-type: none"> 1 Thinking about feelings 1 Our feelings 1 Feelings and bodies 2 When someone is feeling left out 4 An email from Harold 6 Rat park 6 Five ways 	
6h	That bullying (including cyberbullying) has a negative and lasting impact on mental wellbeing.	<ul style="list-style-type: none"> 1 Unkind, tease or bully 3 Let's celebrate our differences 3 Zeb 4 Under pressure 5 Communication 	
6i	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).	<ul style="list-style-type: none"> 2 Let's all be happy! 4 Moving house 5 Our emotional needs 6 Helpful or unhelpful? 6 Rat park 	
6j	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.		

Internet safety and harms			
7a	That for most people the internet is an integral part of life and has many benefits.	<ul style="list-style-type: none"> 1 Sharing pictures 3 Super searcher 5 Play, like, share 6 It's a puzzle 	Online Safety across all Year Groups
7b	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.	<ul style="list-style-type: none"> 4 Raisin challenge 4 That is such a stereotype 4 SCARF hotel 5 Is it true? 5 Play, like, share 6 Boys will be boys? 6 Five ways 6 Media manipulation 	Computing Curriculum

7c	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.	<ul style="list-style-type: none"> 1 Sharing pictures 2 Playing games 3 None of your business 3 Super searcher 4 SCARF hotel 4 Picture wise 5 Is it true? 5 Play, like, share 6 It's a puzzle 6 Traffic lights 6 To share or not to share 	
7d	Why social media, some computer games and online gaming, for example, are age restricted.	<ul style="list-style-type: none"> 3 As a rule 5 Spot bullying 5 Star qualities? 6 Think before you click! 6 Fakebook friends 	
7e	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"> 1 Sharing pictures 2 Playing games 3 Let's celebrate our differences 3 Zeb 3 None of your business 4 Under pressure 5 Is it true? 5 Play, like, share 6 It's a puzzle 6 Think before you click! 6 To share or not to share 6 Media manipulation 	
7f	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.	<ul style="list-style-type: none"> 3 Recount task 3 Super searcher 4 In the news 4 Raisin challenge 5 What's the story? 5 Fact or opinion? 5 Is it true? 6 Boys will be boys? 6 Two sides to every story 6 Fakebook friends 	
7g	Where and how to report concerns and get support with issues online.	<ul style="list-style-type: none"> 1 Sharing pictures 2 Playing games 3 None of your business 4 In the news 5 Play, like, share 6 It's a puzzle 6 To share or not to share 	
Changing adolescent body			
8a	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<ul style="list-style-type: none"> 1 Taking care of a baby 1 Then and now 2 Haven't you grown? 2. My body, your body 4 My feelings are all over 4 All change 4 Preparing for change 5 Changing bodies and feelings 5 Growing up and changing bodies 	KS2 Science Curriculum

		6 Is this normal? 6 Making babies	
8b	About menstrual wellbeing including the key facts about the menstrual cycle.	4 Preparing for change 5 Growing up and changing bodies 6 Is this normal? 6 Making babies	
Physical Health and Fitness			
9a	The characteristics and mental and physical benefits of an active lifestyle.	1 Healthy me 2 My body needs...	On-going through PE and sporting activities from FS1-Yr6 Assemblies Science Curriculum
9b	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.	2 My day 5 What's the story?	
9c	The risks associated with an inactive lifestyle (including obesity).	1 Healthy me 5 What's the story?	
9d	How and when to seek support including which adults to speak to in school if they are worried about their health.	4 Who helps us stay healthy	
Healthy Eating			
10a	What constitutes a healthy diet (including understanding calories and other nutritional content).	1 I can eat a rainbow 1 Eat well 2 My day 2 My body needs... 3 Derek cooks dinner 4 Danger, risk, hazard? 4 SCARF hotel 5 What's the story?	Science Curriculum DT Curriculum
10b	The principles of planning and preparing a range of healthy meals.	1 I can eat a rainbow 1 Eat well 3 Derek cooks dinner 4 SCARF hotel	
10c	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).	1 I can eat a rainbow 1 Eat well 3 Alcohol and cigarettes: the facts 3 Help or harm? 3 Derek cooks dinner 4 Know the norms 4 SCARF hotel 6 What sort of drug is...? 6 Drugs: it's the law! 6 Alcohol: what is normal?	
Drugs, Alcohol and Tobacco			
11a	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	1 What would Harold do? 2 Harold's picnic 3 Alcohol and cigarettes: the facts 3 Help or harm?	

		<p>5 Thinking about habits 5 Drugs: true or false? 5 Smoking: what is normal? 5 Getting fit 6 What sort of drug is...? 6 Drugs: it's the law! 6 Alcohol: what is normal? 6 Rat park 6 What's the risk?</p>	
Health and Prevention			
12a	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		Science Curriculum
12b	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		Notices and Leaflets – Summer term
12c	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	<p>1 Healthy me 1 Super sleep 2 My body needs...</p>	Assemblies
12d	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<p>1 Harold's wash and brush up 1 Healthy me 2 Harold's bathroom</p>	Science Curriculum
12e	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<p>1 Harold's wash and brush up 1 Catch it, bin it, kill it 2 Harold's postcard – helping us to keep clean and healthy 3 Poorly Harold 4 Medicines: check the label 6 What is HIV?</p>	Daily routines of good handwashing
12f	The facts and science relating to allergies, immunisation and vaccination.	<p>2 Harold's postcard – helping us to keep clean and healthy</p>	
Basic First Aid			
13a	How to make a clear and efficient call to emergency services if necessary.	<p>1 Basic first aid 2 Feeling safe 3 Basic first aid 5 Basic first aid 6 Basic first aid</p>	
13b	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<p>1 Basic first aid 3 Basic first aid 4 Basic first aid 5 Basic first aid 6 Basic first aid</p>	

<p>S1</p> <p>S2</p> <p>S3</p>	<p>Key Stage 1 (age 5-7 years)</p> <p>Year 1 pupils should be taught to:</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Year 2 pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene 	<p>1 Taking care of a baby</p> <p>1 Keeping privates private</p> <p>1 Inside my wonderful body</p> <p>1 Harold's wash and brush up</p> <p>1 I can eat a rainbow</p> <p>1 Eat well</p> <p>1 Catch it, bin it, kill it</p> <p>2 My body, your body</p> <p>2 Harold's picnic</p> <p>2 Harold's postcard – helping us to keep clean and healthy</p> <p>2 Harold's bathroom</p> <p>2 My body needs...</p> <p>2 What does my body do?</p>
<p>S4</p>	<p>Key Stage 2 (age 7-11 years)</p> <p>Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals 	
<p>S5</p>	<ul style="list-style-type: none"> • describe the changes as humans develop to old age 	
<p>S6</p>	<p>Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	