



Garton on the Wolds CE Primary School

Relationships and Sex Education (RSE) Policy

The policy reflects the DfE 2019 SRE guidance and guidance from the PSHE Association, the Sex Education Forum and the local authority.

All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the school's website. Hard copies will also be available at the school office.

Definition of RSE:

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social and health education (PSHE).

Relationship Education:

We are aware that as from September 2020 **Relationships Education** must be taught by all primary schools in England and that Health Education will also be compulsory. In both subjects, parents will not be able to request for their children to be withdrawn.

We believe that this policy meets the needs of pupils and reflects the local community. Parents were made aware that they do not have the right to veto on any part of the curriculum but they do have a role to play in the process of reviewing this policy.

We are aware that in the development of Relationships Education our main focus is 'on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and with adults.'

Relationships Education has the following five areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

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

We work hard to ensure that pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate. Therefore, at the appropriate time we will teach pupils about LGBT issues not as stand-alone lessons but being fully integrated into their programmes of study.

Sex Education:

We acknowledge that **Sex Education** is not compulsory in primary schools. However, we do have in place a RSE programme that is tailored to the age and the physical and emotional maturity of the pupils we teach.

However, parents have the right to request that their child be withdrawn from sex education beyond the national curriculum for science. We ensure that when a child is withdrawn then alternative arrangements will be made for that child.

For teachers, we provide training on how to handle those difficult questions about sex and sexuality that pupils might ask and which go beyond what is set out within Relationships Education.

We carry out the main sex education teaching in our Personal, Social, Health and Education (PSHE) curriculum. We also teach some sex education through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The organisation and management of our sex education programme is undertaken by subject coordinators and class teachers. The planning and delivery of the programme is undertaken by the Curriculum Leader and subject coordinators. The delivery of this programme will be flexible and it will be delivered through topics, planned aspects of science, class discussions, circle time, assemblies, and the occasional visit from the school nurse.

We ensure that all school personnel are trained to manage safeguarding disclosures of any type and pupils are made aware of how to raise concerns, to make a report and how a report will be handled.

Physical Health and Mental Well Being

We ensure that we teach the characteristics of good **physical health and mental wellbeing**. We realise that mental wellbeing is a normal part of daily life, in the same way as physical health.

Physical health and mental wellbeing have the following eight areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

- Mental well-being
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

We consider Relationships Education, Sex Education and Health Education complement the National Curriculum subjects of Citizenship, Science, Computing and Physical Education. In our planning we look for opportunities to draw links between the subjects and integrate teaching where appropriate.

We ensure Relationships Education, Sex Education and Health Education are accessible to all pupils and we believe our flexible differentiated curriculum planning caters for pupils with SEND.

We have high expectations of our pupils and we set appropriate challenging targets. All teaching is assessed and assessments are used to identify those pupils who need extra support or intervention.

We are aware that when we are inspected all aspects of Relationships Education, Sex Education and Health Education will be assessed through consideration of pupils' personal development, pupils' behaviour, pupils' welfare or through their spiritual, moral, social and cultural development.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims and Outcomes of RSE in the curriculum:

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

PSHE and RSE helps to give children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. PSHE/RSE helps to develop responsible citizens of the future. Over time it accumulates knowledge, behaviours and skills that a person can tap into to demonstrate their cultural competence. The focus is how children learn skills and realise talents, develop character and resilience, and learn about British Values, Christian Values, Diversity and Mental Health & Wellbeing whilst developing pupils' 'cultural capital'.

RSE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood

- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles

Morals, Values, Equalities and Safeguarding

The RSE demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

Content of the School's RSE Programme

Appendices to this policy provide further information about the learning outcomes for each year group. (see appendix 1 and 2). The school follows the 3D Dimensions PSHE Scheme, which covers key aspects of the RSE programme. Other aspects are covered in other curriculum areas, including Science.

How Relationships and Sex Education is organised in the curriculum.

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education and Science. The main RSE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

- RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Pupils are able to ask anonymous questions by writing a note for the class worry box.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Roles and Responsibilities

The Governing Body

- delegates powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring:
 - ☐ full compliance with all statutory responsibilities;
 - ☐ the school complies with all equalities legislation;
 - ☐ funding is in place to support this policy;
 - ☐ this policy and all policies are maintained and updated regularly;
 - ☐ all policies are made available to parents;
 - ☐ the nomination of a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
 - ☐ all pupils make progress in achieving the expected educational outcomes;
 - ☐ the subjects are well led, effectively managed and well planned;
 - ☐ the quality of provision is subject to regular and effective self-evaluation;
 - ☐ the teaching is delivered in ways accessible to all pupils with SEND;
 - ☐ clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
 - ☐ the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;
 - ☐ the involvement of the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
 - ☐ the nomination of a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy
 - ☐ the celebration of the effort, success and achievements of pupils and school personnel;
 - ☐ the effective implementation, monitoring and evaluation of this policy

The Headteacher

The Headteacher will:

- place a high priority on Relationships Education, Sex Education and Health Education;
- ensure that these subjects are set in the 'context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school;

- consider how teaching in the school 'support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy;
- automatically grant a request to withdraw a pupil from any sex education other than as part of the science curriculum;
- provide appropriate, purposeful education for any pupil who has been withdrawn from sex education;
- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- create an ethos that is based on the United Nations Convention on the Rights of the Child where pupils understand the importance of equality and respect the rights of others;
- endorse a curriculum that teaches children to know about their rights and to have positive attitudes to respecting the rights of others;
- use whole school Collective Worship well to promote the school ethos;
- work closely with the School Council and to hear their views and opinions;
- encourage pupils to form and to express their views;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can handle any difficult issues with sensitivity;
- monitor the effectiveness of this policy by:
 - ☐ monitoring learning and teaching through observing lessons;
 - ☐ monitoring planning and assessment;
 - ☐ speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

Staff

Staff will:

- comply with all aspects of this policy;
- produce differentiated curriculum planning;
- have high expectations of their pupils and set appropriate challenge within lessons;
- assess their teaching and use assessments to identify pupils who need extra support or intervention;
- be trained to deal with sensitive issues;
- know how to manage disclosures of any type;
- know how to maintain an appropriate level of confidentiality;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any safeguarding concerns they have on any aspect of the school community

Parental involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents

are provided with the opportunity to find out about and discuss the school's programme through parents' evening, in policy development, the school website and an open-door policy.

To promote effective communication and discussion between parents and their children we notify parents through our newsletters, parent letters, Seesaw and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental rights to withdraw their child from sex education:

Parents have the right to withdraw their children from the (non-statutory/non-science) components of sex education. Parents do not have the right to withdraw their children from Relationships Education or Health Education. Effective methods to communicate the school's approach to RSE, including the parental right to withdraw their child, are through the school's website, prospectus, the RSE policy and the curriculum information letters sent home to parents.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster Christian and British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child from the sex education components of RSE are invited in to speak to the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the sex education aspects of the RSE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the sex education components of the RSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from the sex education aspects of RSE continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or the library.

If a conversation arises about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

How the school responds to specific issues related to Relationships and Sex Education

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at

risk.

Ground Rules

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

Inclusion.

The RSE policy reflects and is in line with the school's equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at our schools and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead – Mr Jamie Baxter or the Deputy Designated Safeguarding Lead – Mrs Curtis at Garton, who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These may include mind maps, drawings, task outcomes, questioning and observation. At the end of the year each year group reviews the RSE programme they have implemented and pass on any comments to the RSE leader as part of her monitoring cycle. The RSE policy is reviewed on a biennial basis taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and training days.

Links to other policies and advice

This RSE Policy is supported by, but not limited to:

Behaviour Policy

Health and Safety Policy Safeguarding/Child Protection Policy School Visits

Confidentiality Policy Equality Policy

Anti-bullying Policy

Relationship and Sex Education Guidance – DfE 2019

Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Policy Written By	Senior Leadership Team and Governing Body
Approved By Governors	October 2023
Review Date (Or before if necessary)	September 2025

Appendix 1

Appendix 1: Learning outcomes

The following statements are offered as illustration of learning outcomes for RSE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on DfE and other guidance on RSE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk * are part of the National Curriculum science requirements.

By the end of Key Stage 1

Pupils will be able to:

- recognise and compare the main external parts of the bodies of humans*
- recognise similarities and differences between themselves and others and treat others with sensitivity*
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce*
- that humans and animals can produce offspring and these grow into adults*
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people.

Appendix 1: Learning outcomes

By the end of Key Stage 2

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender

Appendices

- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- that the life processes common to humans and other animals include growth and reproduction*
- about the main stages of the human life cycle*
- that safe routines can stop the spread of viruses
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help

- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

By the end of primary school pupils should know

Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

	• What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2

Garton on the Wolds CE Primary School PSHE Long Term Plan – 3D PSHE AND RSE

Cycle A – 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Units from Managing Feelings/Behaviour					
Year 1/2	Health and Well-Being Unit 1 Healthy Lifestyles - Healthy Eating 1, 2 & 3/Physical Activity 1 & 2/Exercise NSPCC PANTS	Health and Well-Being Unit 2 Hygiene - Dental Hygiene Lesson 1, 2 & 3/Washing Hands /Keeping Clean/ Skin	Relationships Unit 1 Communication – Responses/Opinions/ Co-operation 1, 2 & 3	Relationships Unit 2 Bullying – Definition/ Unkindness/ Behaviour 1,2 & 3	Living in the Wider World Unit 1 Rules and Responsibilities – Rules and Expectations 1 & 2/Taking Turns/Lending and Borrowing/Sharing/Caring	Health and Well-Being Unit 3 Changing & Growing – Similarities & Differences /The Human Body /Growing Up /Changing Needs/Responsibility/ Emotions Enterprise Week

Year 3/4	Health and Well-Being Unit 1 Physical, Emotional and Mental – Physical, Emotional and Mental 1, 2 & 3 Unit 2 Healthy Lifestyles – A Balanced Approach/ Physical Exercise/Lifestyle Choices/Sleep NSPCC PANTS	Health and Well-Being Unit 3 Nutrition and Food – A Balanced Diet 1 & 2/Working with Food 1 & 2 Unit 4 Aspirations – Identified Strengths 1 & 2/Setting Goals 1 & 2	Relationships Unit 1 Communication – Clear Messages/How to Listen/Responding to Others/Expressing Opinions Unit 2 Collaboration – Working Together 1 & 2/Shared Goals	Relationships Unit 3 Bullying – Reactions/Self-Worth/Persistence and Resilience/Negative Persistence	Living in the Wider World Unit 1 Rules and Responsibilities – Rules/Thinking Ahead/Taking the Lead Unit 2 Collaboration – Different Communities/ School Communities	Health and Well-Being Unit 7 Growing and Changing – Before Puberty/Visible Changes Enterprise Week Inspire Ignite Units
Year 5/6	Health and Well-Being Unit 1 Health - Physical, Mental and Emotional 1 & 2/ Healthy Lifestyles/Physical Illness/Healthy Minds/Immunisation NSPCC PANTS	Health and Well-Being Unit 2 Nutrition – Food Choices 1 & 2/Cooking	Relationships Unit 1 Communication – Confidentiality/Listening 1 & 2	Relationships Unit 2 Collaboration – Teamwork/Shared Goals/Community Spirit	Living in the Wider World Unit 1 Rules and Responsibilities – Structure/Law and Order/U.N Rights Growing Up Talk	Health and Well-Being Unit 3 Aspirations – Identified Strengths 1 & 2/Setting Goals 1 & 2 Enterprise Week Inspire Ignite Units

Cycle B – 2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Units from Managing Feelings/Behaviour					
Year 1/2	Health and Well-Being Unit 4 Emotions – Happiness/Anger/ Love/Sadness/ Consequences /Aspirations NSPCC PANTS	Health and Well-Being Unit 5 Keeping Safe – Sun Safety/Road Safety/Drug Safety/Personal Safety/Emotional Safety/E-Safety	Relationships Unit 3 Fairness – Fair and Unfair/Comparisons/B ehaviour/Right and Wrong/Teasing/ Kindness	Relationships Unit 4 Family and Friends – Friendship 1, 2, 3 & 4/Family 1 & 2	Living in the Wider World Unit 2 Communities – Our School/Belonging 1 & 2/Local Citizenship 1 & 2/Money	Living in the Wider World Unit 3 Money and Finance – Money 1, 2, 3 & 4/Choices/ Enterprise Enterprise Week
Year 3/4	Health and Well-Being Unit 6 Safety – E-Safety/Online Privacy 1, 2 & 3/Internet Use 1 & 2 NSPCC PANTS	Health and Well-Being Unit 8 First Aid – How to Help/Emergency Calls 1 & 2	Relationships Unit 4 Similarities and Differences – Connections/Family Links/Religious Views 1 & 2	Relationships Unit 5 Healthy Relationships – Friendship 1, 2 & 3	Living in the Wider World Unit 3 Discrimination – Gender Stereotypes Unit 5 Emotions – Loss and Separation	Health and Well-Being Unit 4 Economic Awareness – Money Choices/Managing Money Enterprise Week

		St John's Ambulance – First Aid – KS2 Basic Life Support/Allergies			1, 2 & 3/Family Changes/Feelings/ Self-Respect	Inspire Ignite Units
Year 5/6	Health and Well-Being Unit 4 Emotions - Death and Grief 1 & 2/Managing Conflict Unit 5 Safety - Drugs/Alcohol/Tobacco/Substance Abuse NSPCC PANTS	Health and Well-Being Unit 5 Safety – Basic First-Aid/Internet Safety St John's Ambulance – First Aid – KS2 Choking/Bleeds/ Head Injuries	Relationships Unit 3 Similarities and Differences – Race and Ethnicity/Gender Stereotypes/Culture	Relationships Unit 4 – Healthy Relationships - Physical Contact/Support and Care/Marriage/ Mental Wellbeing/Online Relationships	Living in the Wider World Unit 2 Diversity – Community Event Unit 3 Economic Awareness – Budgeting/ Consumer Sense 1 & 2 Growing Up Talk	Living in the Wider World Unit 4 Making Money – Generating Income 1 & 2 Enterprise Week Inspire Ignite Units