



**RELATIONSHIPS, SEX EDUCATION &
HEALTH EDUCATION POLICY**

January 2024

Date for Review – September 2024

Statement of intent

Here at Brinsworth Howarth Primary School, we understand the importance of educating pupils about health and relationships, in order for pupils to make responsible and well-informed decisions in their future lives, as well as make sound decisions when facing risks, challenges and complex contexts.

RSHE in our school plays a vital role in pupil's lifelong learning about emotional, moral, social and physical aspects of growing up, relationships, sex, human sexuality and health. RSHE, taught alongside and within the PSHE curriculum, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

The programme will be taught objectively, and does not intend to promote any form of sexual orientation. It is also not about the promotion of sexual activity.

Aims and objectives

The health and relationship education programme is an opportunity for pupils to:

- Develop an age-appropriate understanding of sex and relationships.
- Develop a range of appropriate personal skills.
- Be aware of how to keep themselves healthy and safe.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues, including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

Statutory Guidance and Requirements

At Brinsworth Howarth Primary School, we teach RSHE as set out in this policy. The Department for Education introduced compulsory Relationships and Health Education for primary pupils and Relationships, Health and Sex Education for secondary pupils in September 2020. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

This policy has due regard to the following guidance:

'Keeping Children Safe in Education' 2022

DfE 'Sex and Relationships Education Guidance' 2000

DfE 'Relationships Education, Sex Education (RSE), and Health Education guidance June 2019

DfE 'Science programmes of study: key stages 1 and 2' 2013

RSHE in the curriculum

At Brinsworth Howarth, RSHE will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator (Miss R Jackson), in accordance with DfE recommendations. The majority of lessons will be delivered through the personal, social, health and economic (PSHE) education, and with some statutory aspects taught via the science curriculum (see Appendix 1 and 2).

Whether any non-statutory sex education content is taught at Brinsworth Howarth will be decided upon on a year by year basis, and will take into account the needs and physical and emotional maturity of the cohort. Our non-statutory content will draw on knowledge of the human life cycle set out in the national curriculum for science, and will teach children how a baby is conceived and born.

Delivery of RSHE

RSHE is taught within the personal, social and health (PSHE) education curriculum. Our school follows The Primary Personal, Social and Health Education Scheme of Work for Years 1-6 (RoSIS, October 2019), which takes into account the DfE statutory requirements for relationships and health education. A copy of the Primary Personal, Social and Health Education Scheme of Work for Years 1-6 is available upon request.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. (see Appendix 1 for the full science primary curriculum requirements).

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. **will not** be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the JMAT Digital Safety Policy.

Lessons will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles. Sometimes, classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. Staff will establish what is appropriate for one-to-one, small group and whole-class settings, and alter their teaching accordingly. They will also ensure that pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Staff will answer questions sensitively, honestly and factually accurate.

External experts may be invited to assist from time-to-time with the delivery of SRE in the curriculum, but will be expected to comply with the provisions of this policy.

Training of staff

The training of staff will be scheduled around any updated government guidance, and any new developments which may need to be addressed in relation to the programme. Training will be provided by the JMAT DSL (Designated Safeguarding Lead).

Working with parents

At Brinsworth Howarth, we are well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we will:

- Make available online, via the school's website, the PSHE and RSHE Policy;
- Answer any questions that parents may have about the RSHE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE/PSHE in the school;
- Regularly consult parents/carers on the content of the RSHE curriculum, through meetings and letters, and the curriculum will therefore be planned in conjunction with parents/carers.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We respect the legal right of parents/carers to withdraw their child from all or part of the Sex Education curriculum, except for those statutory parts included in the science national curriculum. Relationships and health education are statutory at primary, and parents **do not have the right to withdraw** their child from these.

With regards to the teaching of non-statutory Sex Education, the headteacher will discuss the benefits or receiving this important education with the parent and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

During the delivery of relationships and health education, some questions may arise from pupils with regards to sex education. Any appropriate questions will be answered sensitively and sensibly, taking into account the views and opinions of parents. The teacher may feel that this may be more appropriate out of the whole class setting.

Equal opportunities

At Brinsworth Howarth, all staff are dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

As far as is appropriate, pupils with special educational needs (SEND) should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

Peer on Peer abuse / bullying incidents

At Brinsworth Howarth, pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

There is a zero tolerance approach to peer on peer abuse. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within school.

Any occurrence of these incidents should be reported to a member of school staff, and these incidents will be dealt with following the process as outlined in our Anti-Bullying and Behaviour policies. The Head of School/Headteacher will decide the appropriate action to be taken.

Confidentiality

Confidentiality within the classroom is an important component of RSHE, and teaching staff are expected to respect the confidentiality of their pupils as far as is possible.

Teaching staff must, however, alert the Head of School/Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the Safeguarding Policy.

Appendix 1 – Science national curriculum

Key stage	Pupils must be taught to:
Key stage 1	<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. • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Key stage 2	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 2 – PSHE progression plan

Progression Map for PSHE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	Families and friendships	Families and friendships	Families and friendships	Families and friendships	Families and friendships
Roles of different people; families; feeling cared for.	Making friends, feeling lonely and getting help.	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; romantic relationships; civil partnerships and marriage.
<ul style="list-style-type: none"> - About people who care for them - the role these different people play in children's lives and how they care for them - What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc - About the importance of telling someone - and how to tell them - if they are worried about something in their family. 	<ul style="list-style-type: none"> - How to be a good friend, e/g/ kindness, listening. Honesty. - About different ways that people meet and make friends. - Strategies for positive play with friends e.g. joining in, including others, etc/ - About what causes arguments between friends - How to positively resolve arguments between friends - How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. 	<ul style="list-style-type: none"> - To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. - That being part of a family provides support, stability and love. - About the positive aspects of being part of a family, such as spending time together and caring about each other. - About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. - To identify if / when something in a family might make someone upset or worried. - What to do and whom to tell if family 	<ul style="list-style-type: none"> - The features of positive healthy friendships such as mutual respect, trust and sharing interests. - Strategies to build positive relationships. - How to seek support with relationships if they feel lonely or excluded. - How to communicate respectfully with friends when using digital devices, - How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know. - What to do or whom to tell if they are worried about any contact online. 	<ul style="list-style-type: none"> - What makes a healthy relationship and how they make people feel included. - Strategies to help someone feel included. - About peer influence and how it can make people feel or behave. - The impact of the need for peer approval in different situations, including online. - Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication. - That it is common for friendships to experience challenges, - Strategies to positively resolve disputes and reconcile differences in friendships. - That friendships can change over time and the benefits of having new 	<ul style="list-style-type: none"> - What it means to be attracted to someone and different kinds of loving relationships. - That people who love each other can be of any gender, ethnicity or faith. - The difference between gender identity and sexual orientation and everyone's right to be loved. - About the qualities of healthy relationships that help individuals flourish. - Ways in which couples show their love and commitment to one another, including those who are not married or who live apart. - What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults.

		relationships are making them feel unhappy or unsafe,		and different types of friends. - How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable - When and how to seek support in relation to friendships.	- That people have the right to choose whom they marry or whether to get married. - That to force people anyone into marriage is illegal. - How and where to report forced marriage or ask for help if they are worried.
Safe relationships Recognising privacy; staying safe ; seeking permission.	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Safe relationships Physical contact and feeling safe	Safe relationships Recognising and managing pressure; consent in different situations.
<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe <ul style="list-style-type: none"> • when it is important to ask for permission to touch others • how to ask for and give/not give permission 	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved</p> <p>about bullying online, and the similarities and</p>	<ul style="list-style-type: none"> - To differentiate between playful teasing, hurtful behaviour and bullying, including online. - How to respond if they witness or experience hurtful behaviour or bullying, including online. - Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. - How to manage pressures associated with dares. - When it is right to keep or break a confidence or share a secret. - How to recognise risks online such as harmful content or contact. - How people may behave differently online including pretending to be someone they are not. 	<ul style="list-style-type: none"> - To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations. - How to ask for, give and not give permission for physical contact. - How it feels in a person's mind and body when they are uncomfortable. - That it is never someone's fault if they have experienced unacceptable contact. - How to respond to unwanted or unacceptable physical contact. - That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about. 	<ul style="list-style-type: none"> - To compare the features of a healthy and unhealthy friendships. - About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong. - Strategies to respond to pressure from friends including online. - How to assess the risk of different online 'challenges' and 'dares'. - How to recognise and respond to pressure from others to do something unsafe or that makes feel worried or uncomfortable. - How to get advice and report and report concerns about personal safety, including online. - What consent means and how to seek and give /

Using the internet and digital devices; communicating online.	The internet in everyday life; online content and information.	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online 	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true 	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access 	<ul style="list-style-type: none"> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information 	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact
Money and work	Money and work	Money and work	Money and work	Money and work	Money and work
Strengths and interests; jobs in the community.	What money is; needs and wants; looking after money.	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risks

<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do 	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants 	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common misconceptions and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 	<ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks
<p>Physical health and Mental Wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<p>Physical health and Mental Wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p>Physical health and Mental Wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p>	<p>Physical health and Mental Wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p>Physical health and Mental Wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>
<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing 	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and 	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) 	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness 	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health 	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that

<ul style="list-style-type: none"> • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun 	<p>immunisations, can help people stay healthy and manage allergies</p> <ul style="list-style-type: none"> • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings 	<ul style="list-style-type: none"> • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Mental health and wellbeing Summer — Health and wellbeing • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 	<ul style="list-style-type: none"> • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<ul style="list-style-type: none"> • how to manage risk in relation to sun exposure, including skin damage and heat stroke PSHE Association - The Sleep factor PSHE Association - Keeping safe: sun safety Curiosity Library Summer — Health and wellbeing PoS Refs: H8, H9, H10, H12 • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment 	<p>difficulties can be resolved with help and support</p> <ul style="list-style-type: none"> • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss,
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					<p>grief or other aspects of change</p> <ul style="list-style-type: none"> • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p>	<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p>	<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<p>Growing and changing</p> <p>Human reproduction and birth; increasing independence; managing transitions</p>
<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year 	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty 	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing 	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up

Keeping safe	Keeping safe	Keeping safe	Keeping safe	Keeping safe	Keeping safe
<p>How rules and age restrictions help us; keeping safe online</p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p>Safety in different environments; risk and safety at home; emergencies</p> <ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	<p>Risks and hazards; safety in the local environment and unfamiliar places</p> <ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>Medicines and household products; drugs common to everyday life</p> <ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice 	<p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <ul style="list-style-type: none"> • how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play

					<ul style="list-style-type: none">• about the risks and effects of different drugs• about the laws relating to drugs common to everyday life and illegal drugs• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs• about the organisations where people can get help and support concerning drug use• how to ask for help if they have concerns about drug use• about mixed messages in the media relating to drug use and how they might influence opinions and decisions.
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