



L.E.A.D. Academy Trust

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# **Bishop Alexander L.E.A.D Academy**

## **Relationships Education and Relationships and Sex Education (RSE) and Health Education Policy Primary**

### **Policy/Procedure management log**

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## Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Relationships Education and Relationships and Sex Education (RSE) and Health Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationship Education and Relationships and Sex Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the Relationships Education and Relationships and Sex Education (RSE) and Health Education guidance 2025.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. Relationships Education and Relationships and Sex

Education (RSE) and Health Education will be taught in an age-appropriate manner throughout each Academy within the Trust.

## 1. Aims

- The aims of relationships and sex education (RSE) in our trust 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, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

At Bishop Alexander L.E.A.D Academy we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Bishop Alexander L.E.A.D Academy we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with central staff, academy staff, pupils, parents/carers and community groups, including faith groups. The consultation and policy development process involved the following steps:

1. Review – a member of staff or a working group of staff from each academy/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Consultation with community groups – including faith groups so that we can ensure that the RSE policy reflects the views and needs of the whole academy community.
6. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

#### **4. Definition**

##### **For the purpose of this policy:**

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

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

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our RSE curriculum is set out as per Appendices [1 and 2] but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff and community groups, including faith groups and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers on request.

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the PSHE curriculum. The vast majority of the RSE objectives are taught using the myHappyMind programme of study. Where certain objectives aren't met within the programme, the subject leader provides clear lesson plans for teachers to follow. All lessons are planned to be engaging and interactive for children. All lessons begin with a class charter and question slips are always available. Children are encouraged to be inquisitive and staff are trained in how to answer challenging questions.

**The trust will make sure that:**

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

At Bishop Alexander L.E.A.D Academy, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Health and wellbeing
- Relationships
- Living in the wider world

Primary sex education will focus on:

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

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources utilised in the delivery of the curriculum will undergo thorough vetting and require approval from the Headteacher. This encompasses resources provided by any external visitors and speakers.

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Children will be assessed after their learning in RSE. Teachers will use a range of methods to decide if a child has met each objective; is working towards the objective or working at a greater depth within the objective. Some of these methods include:

- Written work produced within the lesson
- Responses to questions
- Questions asked by the children
- Participation in whole class, small group or paired discussions
- Teacher's observations

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **6.1 Inclusivity**

Our academy will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences and backgrounds
- During lessons, makes pupils feel:
  - Safe and supported to participate and interact
  - Able to engage with the key messages
- Pupils outside of lessons can act and reflect on key messages

### **They will also:**

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
  - Same sex groups, if appropriate
- The academy will also consider the level of adaptation required for pupils with additional needs and vulnerable pupils

## **6.2 Use of resources, including digital resources**

The academies will view and vet all resources prior to use, and in doing so they will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Use of external organisations and materials**

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

When vetting materials used by external organisations, the academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see 10 days in advance any materials that the agency may use and cross reference to the curriculum, the academy should feedback to the agency both verbally and followed up in writing with any key points within 48 hours after receipt of materials, this is so that materials can be adapted, and shared with parents
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the academy, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a (situations in which a session may be halted include the use of inappropriate materials that are not suitable for the age group, personal narratives and opinions, as well as political perspectives). In this situation, the lesson would be stopped and the teacher will email the headteacher and subject leader on the day to make them aware.
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the academy is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Our academy won't, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme
  - Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

Key Staff	
Full name of Academy	Bishop Alexander L.E.A.D Academy
Contact details	T: 01636 680040      Email: admin@bishopalexanderacademy.co.uk
R.S.E Lead	Email: laurahemstock@bishopalexanderacademy.co.uk
Designated safeguarding Lead	T: 01636 680040 Email: emmawalker@bishopalexanderacademy.co.uk

### 8.1 The board of trustees

The board of trustees will approve the RSE policy and hold the headteacher to account for its implementation through local governing bodies.

### 8.2 EMT

The executive management team will

- Consult with leaders about the policy and curriculum
- Review the trust policy
- Work with headteachers to make sure they can implement the policy in their academy
- Report to the board of trustees on any issues with its implementation across the trust

### 8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their academy and reporting issues to the board of trustees through the governance team, if they occur.

### 8.4 The headteacher

The headteacher is responsible for making sure that Relationship Education and Relationship and sex education(RSE) and health education is taught consistently well across their academy and in age-appropriate way. The headteacher should also make sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

## 8.5 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling and maintaining positive attitudes to Relationship Education and Relationship and sex education(RSE) and health education
- Monitoring progress of pupils through the Relationship Education and Relationship and sex education(RSE) and health education curriculum
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling and maintaining positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the academy's designated safeguarding lead (DSL)

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

At primary all of our teaching staff will teach relationship education. In years 5 and 6, the following teaching staff will be responsible for teaching the RSE elements of the curriculum

Year Group	Staff
Year 5	Mrs Bray and Mrs Hemstock
Year 6	Miss Burgess and Mrs Hemstock

## 8.6 Pupils

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

## 9. Parents' right to withdraw

At Bishop Alexander L.E.A.D Academy parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the academy.

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education. In this circumstance the headteacher should discuss this decision with the Director of School before finalising this decision.

Pupils who are withdrawn from RSE lessons will be assigned alternative work, which should focus on the topics of relationship or health education.

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development. All staff will be trained in the myHappyMind programme on its launch. New staff will receive training as part of their induction programme. Annually, the subject leader will deliver CPD based on needs identified from monitoring.

The headteacher will also invite visitors from outside the academy, such as the school nurse to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Laura Hemstock (PSHE Lead) through:

Planning scrutiny

Lesson drop ins

Work scrutiny

Pupil voice.

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

This policy will be reviewed by Laura Hemstock annually. At every review, the policy will be approved by the AGB

Appendix 1: Curriculum map

**Relationships and sex education curriculum map**

Health and Wellbeing

Relationships

Living in the wider world

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p>To know about what keeping healthy means; different ways to keep healthy</p> <p>To know about why sleep is important and different ways to rest and relax.</p> <p>To know about different feelings that humans can experience.</p> <p>To know how to recognise and name different feelings.</p> <p>To know about ways of sharing feelings; a range of words to describe feelings.</p> <p>To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>To recognise what makes them special.</p>	<p>All objectives are taught through the myHappyMind programme unless stated otherwise.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise the ways in which we are all unique.</p> <p>To identify what they are good at, what they like and dislike.</p> <p>To know how to manage when finding things difficult.</p> <p>To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>To know about how people may feel if they experience hurtful behaviour or bullying.</p> <p>To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>To recognise the ways in which they are the same and different to others.</p> <p>To recognise the ways they are the same as, and different to, other people.</p> <p>To recognise that everyone has different strengths.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring	<p>To know about what keeping healthy means; different ways to keep healthy</p> <p>To know about foods that support good health and the risks of eating too much sugar</p> <p>To know about how physical activity helps us to stay healthy; and ways to be physically active everyday.</p> <p>To know about why sleep is important and different ways to rest and relax.</p> <p>To know simple hygiene routines that can stop germs from spreading</p> <p>To know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>To know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p>To know about the people who help us to stay physically healthy.</p> <p>To know how to recognise what others might be feeling.</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>To know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep.)</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>To know about different types of families including those that may be different to their own.</p> <p>To identify common features of family life.</p> <p>To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>To know about how people make friends and what makes a good friendship.</p> <p>To learn simple strategies to resolve arguments between friends positively.</p> <p>To know how to ask for help if a friendship is making them feel unhappy.</p> <p>To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about what is kind and unkind behaviour, and how this can affect others.</p> <p>To know how to listen to other people and play and work cooperatively.</p>	
Year 1	Summer	<p>To know about the people who help us to stay physically healthy.</p> <p>To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p>To know about growing and changing from young to old and how people's needs change</p> <p>To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>To know about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>To know about the different groups they belong to.</p> <p>To know about the different roles and responsibilities people have in their community.</p>	
Year 2	Autumn	<p>To know about what keeping healthy means; different ways to keep healthy.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about different feelings that humans can experience.</p> <p>To know how to recognise and name different feelings.</p> <p>To know how feelings can affect people's bodies and how they behave.</p> <p>To know about ways of sharing feelings; a range of words to describe feelings.</p> <p>To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>To recognise what makes them special.</p> <p>To recognise the ways in which we are all unique.</p> <p>To identify what they are good at, what they like and dislike.</p> <p>To know how to manage when finding things difficult.</p> <p>To know about how people may feel if they experience hurtful behaviour or bullying.</p> <p>To recognise the ways they are the same as, and different to, other people.</p> <p>To recognise that everyone has different strengths.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring	<p>To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>To know how to keep safe in the sun and protect skin from sun damage.</p> <p>To know how to recognise what others might be feeling.</p> <p>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>To know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>To know about rules and age restrictions that keep us safe.</p> <p>To recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>To know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>To know that household products (including medicines) can be harmful if not used correctly.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>To know about the people whose job it is to help keep us safe.</p> <p>To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>To know about what to do if there is an accident and someone is hurt.</p> <p>To know how to get help in an emergency (how to dial 999 and what to say).</p> <p>To know about things that people can put into their body or on their skin; how these can affect how people feel.</p> <p>To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>To identify common features of family life.</p> <p>To know about how people make friends and what makes a good friendship.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about how to recognise when they or someone else feels lonely and what to do.</p> <p>To learn simple strategies to resolve arguments between friends positively.</p> <p>To know how to ask for help if a friendship is making them feel unhappy.</p> <p>To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>To know that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>To know how to respond safely to adults they don't know.</p> <p>To know about what is kind and unkind behaviour, and how this can affect others.</p> <p>To know about how to treat themselves and others with respect; how to be polite and courteous.</p> <p>To recognise the ways in which they are the same and different to others.</p> <p>To know how to listen to other people and play and work cooperatively.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how to talk about and share their opinions on things that matter to them.</p> <p>To know about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>To know about the role of the internet in everyday life.</p> <p>To know that not all information seen online is true.</p>	
Year 2	Summer	<p>To know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>To know how to respond safely to adults they don't know.</p> <p>To know how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>To know about knowing there are situations when they should ask for permission and also when their permission should be sought.</p>	<p>Subject leader lesson plans</p> <p>Subject leader lesson plans</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p>	
Year 3	Autumn	<p>To know how to make informed decisions about health.</p> <p>To know about the elements of a balanced, healthy lifestyle.</p> <p>To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>To know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</p> <p>To recognise their individuality and personal qualities.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p>	
Year 3	Spring	<p>To know how to make informed decisions about health.</p> <p>To know about the elements of a balanced, healthy lifestyle.</p> <p>To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>To know about what good physical health means; how to recognise early signs of physical illness.</p> <p>To know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>To know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>To know the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>To know the importance of seeking support if feeling lonely or excluded.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>To know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p> <p>To know how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	
Year 3	Summer	<p>To know how to make informed decisions about health.</p> <p>To know about the elements of a balanced, healthy lifestyle.</p> <p>To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>To know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>To know about the new opportunities and responsibilities that increasing independence may bring.</p> <p>To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about the different groups that make up their community; what living in a community means.</p> <p>To value the different contributions that people and groups make to the community.</p> <p>To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p>	
Year 4	Autumn	<p>To know how to make informed decisions about health.</p> <p>To know about the elements of a balanced, healthy lifestyle.</p> <p>To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>To know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</p> <p>To recognise their individuality and personal qualities.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p>	
Year 4	Spring	<p>To know how to make informed decisions about health.</p> <p>To know about the elements of a balanced, healthy lifestyle.</p> <p>To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>To know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>To know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>To know what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about seeking and giving permission (consent) in different situations.</p> <p>To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise ways in which the internet and social media can be used both positively and negatively.</p>	
Year 4	Summer	<p>To know how to make informed decisions about health.</p> <p>To know about the elements of a balanced, healthy lifestyle.</p> <p>To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>To know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>To know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>To know about the new opportunities and responsibilities that increasing independence may bring.</p>	<p>Subject leader lesson plans</p> <p>Subject leader lesson plans</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how to predict, assess and manage risk in different situations.</p> <p>To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>To know how to predict, assess and manage risk in different situations.</p> <p>To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>To know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p>	
Year 5	Autumn	<p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>To know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</p> <p>To recognise their individuality and personal qualities.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>To know the importance of seeking support if feeling lonely or excluded.</p> <p>To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> <p>To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>To know about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>	
Year 5	Spring	<p>To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>To know how to make informed decisions about health.</p> <p>To know about the elements of a balanced, healthy lifestyle.</p> <p>To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>To know what good physical health means; how to recognise early signs of physical illness.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>To how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>To know the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>To know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>To know marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>To know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>To know that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p> <p>To know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p> <p>To know the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>To know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	
Year 5	Summer	<p>To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>To know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about the new opportunities and responsibilities that increasing independence may bring.</p> <p>To know strategies to manage transitions between classes and key stages.</p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p>	
Year 6	Autumn	<p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p> <p>To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>To know about everyday things that affect feelings and the importance of expressing feelings.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>To know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p> <p>To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</p> <p>To recognise their individuality and personal qualities.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>To know about discrimination: what it means and how to challenge it.</p> <p>To know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>To know the importance of seeking support if feeling lonely or excluded.</p> <p>To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>To know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>To know about discrimination: what it means and how to challenge it.</p> <p>To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p> <p>To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>To know about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>To recognise there are human rights, that are there to protect everyone.</p> <p>To know the relationship between rights and responsibilities.</p> <p>To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>	
Year 6	Spring	<p>To know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>To know why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>To know about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>To know the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p> <p>To know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>To know the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p> <p>To know what is meant by first aid; basic techniques for dealing with common injuries.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p> <p>To know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>To know the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>To know the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>To recognise recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>To know about seeking and giving permission (consent) in different situations.</p> <p>To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>To know some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>To know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>	
Year 6	Summer	<p>To know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</p> <p>To know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for).</p> <p>To know where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>Subject leader lesson plans</p> <p>Subject leader lesson plans</p> <p>Subject leader lesson plans</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		To know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.	Subject leader lesson plans

**Appendix 2: By the end of primary academy pupils should know**

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy and happy family life, such as: 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</li> <li>• That other children's families, either in academy or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care</li> <li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships</li><li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li><li>• About managing conflict with kindness and respect, and that violence is never right</li><li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs</li> <li>• 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</li> <li>• How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li><li>• 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</li><li>• The rules and principles for keeping safe online including how to recognise risks, harmful content and contact, and how to report them</li><li>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li><li>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online, including where pictures or words might be circulated</li><li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up</li><li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online</li></ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li><li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li><li>• How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so</li><li>• Where to get advice, for example from their family, academy and/or other sources</li></ul>

**Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE**

<b>TO BE COMPLETED BY PARENTS/CARERS</b>			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/carers signature			

<b>TO BE COMPLETED BY THE ACADEMY</b>	
Agreed actions from discussion with parents/carers	<p>Include notes from discussions with parents/carers and agreed actions taken.</p> <p>E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom</p>

**TO BE COMPLETED BY THE ACADEMY**

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