



**Relationships, Sex and Health Education (RSHE)  
Policy AG19**

**September 2022**

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## 1 Introduction and aims

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The purpose of this policy is to ensure that our Relationships and Sex Education (RSHE) and Health Education supports our school ethos and fulfils our school aims.

- 1.1 This policy applies to all pupils.
- 1.2 This policy forms part of the curriculum.
- 1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.4 A well-structured and coherent curriculum is a fundamental element of education that underpins all successful schools and includes Teaching, Learning and Assessment and is underpinned by Wellbeing.

The aims of RSHE at West Hill Park School are to:

- 1.5 Provide a framework in which sensitive discussions can take place.
- 1.6 Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- 1.7 Help pupils develop feelings of self-respect, confidence and empathy.
- 1.8 Create a positive culture around sexuality and relationships.
- 1.9 Teach pupils the correct vocabulary to describe themselves and their bodies.
- 1.10 Help pupils understand that healthy relationships are an important part of wellbeing.

## 2 Statutory requirements

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- 2.1 Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSHE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.
- 2.2 As a Preparatory School, we must ensure that every registered pupil who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards.

At West Hill Park School, we teach RSHE as set out in this policy.

## 3 Policy development

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

- Review – The PSHE Lead, and the Deputy Headmaster (DSL Lead) have reviewed all relevant

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information, including but not limited to, relevant national and local guidance.

- The policy was drafted in accordance with statutory guidance and aligned with the PSHE Association guidelines and the Independent School Regulations/BSO Standards. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.
- Pupil consultation – pupils were consulted about their RSHE lessons in school council meetings.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed in September 2023.

#### 4 Definition

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- 4.1 RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.
- 4.2 RSHE involves a combination of sharing information and exploring issues and values.
- 4.3 RSHE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

#### 5 Curriculum

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- 5.1 Our curriculum is set out in Appendix I, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.
- 5.3 Through Science lessons and PSHE, Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
  - How a baby is conceived and born.
- It will:
- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
  - ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
  - iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.
- 5.4 For more information about our curriculum, see Appendices I and 2 and our Curriculum Policy

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## 6 Delivery of RSHE

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- 6.1 Our RSHE is taught as part of our PSHE curriculum. The PSHE course is delivered to all pupils in Y4-8 through discrete PSHE lessons taught by the Head of PSHE. Other year groups are taught by their Form Teacher. There is one lesson of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.
- 6.2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:
- Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe
- 6.3 RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:
- Families
  - Respectful relationships, including friendships
  - Online and media
  - Being safe
  - Intimate and sexual relationships, including sexual health
- 6.4 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7 Roles and Responsibilities – Staff and Governance

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### 7.1 PSHE Lead Teacher

The people with responsibility for the overview and yearly evaluation of this policy is Angela Ringelberg (PSHE Lead) and Nicholas Roddis (Senior Deputy Headmaster and DSL). However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

### 7.2 The Headmaster

The Headmaster is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

### 7.3 The Chair of Governors

The Chair of Governors and the Safeguarding Governor will hold the Headmaster to

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account for the implementation of this policy.

The Chair of Governors and the Safeguarding Governor will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

#### 7.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way;
- Modelling positive attitudes to RSHE;
- Monitoring progress;
- Evidence pupils' work and work collaboratively with the year group lead;
- Following the outlined curriculum;
- Responding to the needs of individual pupils; and
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.

Staff who have concerns about teaching aspects of RSHE are encouraged to discuss this with the Headmaster.

Resources for sensitive topics will be provided by the PSHE Lead, if required.

## 8 Pupils

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

### 8.1 Pupils with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSHE and Health Education is accessible for all pupils.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, West Hill Park School is mindful of preparing pupils for adulthood.

West Hill Park School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSHE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

## 9 Parents' right to withdraw

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9.1 If parents require more information on RSHE for primary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSHE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSHE_primary_schools_guide_for_parents.pdf)

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9.2 If parents require more information on RSHE for secondary aged children, this is a useful information source of information for them:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812594/RSHE\\_secondary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSHE_secondary_schools_guide_for_parents.pdf)

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headmaster.

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

## 10 Training

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10.1 Staff are trained on the delivery of RSHE as part of our continuing professional development programme.

10.2 The Headmaster will also invite visitors from outside the school, such as school nurse or sexual health professionals, to provide support and training to staff teaching RSHE.

## 11 Monitoring arrangements

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11.1 The delivery of RSHE is monitored by Angela Ringelberg through work scrutiny, lesson observations and learning walks.

In Year 1-4 Group Lead staff to monitor the provision across each year group and liaise with the PSHE Lead.

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

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## Appendix I: Curriculum Map

### Relationships and Sex Education Curriculum Map

YEAR 1 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn: Relationships</b>	<b>Families and friendships</b> Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children’s lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	<a href="#">Medway Public Health Directorate relationships and sex education, KS1-3</a> Lesson 1(KS1)'My Special People'  <a href="#">METRO Charity</a> KS1 Love and Respectful Relationships
	<b>Safe relationships</b> Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> <li>• about situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• 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</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul>	<a href="#">NSPCC Underwear Rule resources</a>  <a href="#">I decision primary PSHE education programme Relationships</a>
	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful PoS Refs: R21, R22	<ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul>	
<b>Spring: Living in the Wider World</b>	<b>Belonging to a community</b> What rules are; caring for others’ needs; looking after the environment PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul>	<a href="#">I decision primary PSHE education programme Being Responsible</a>  <a href="#">Creating a dementia-friendly generation Alzheimer's Society resource</a>
	<b>Media literacy and Digital resilience</b>	<ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	



	Using the internet and digital devices; communicating online PoS Refs: L7, L8		
	<b>Money and Work</b> Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> <li>•that everyone has different strengths, in and out of school</li> <li>•about how different strengths and interests are needed to do different jobs</li> <li>•about people whose job it is to help us in the community</li> <li>•about different jobs and the work people do</li> </ul>	
<b>Summer: Health and Wellbeing</b>	<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> <li>•what it means to be healthy and why it is important</li> <li>•ways to take care of themselves on a daily basis</li> <li>•about basic hygiene routines, e.g. hand washing</li> <li>•about healthy and unhealthy foods, including sugar intake</li> <li>•about physical activity and how it keeps people healthy</li> <li>•about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>•about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>•how to keep safe in the sun</li> </ul>	<a href="#">Decision primary PSHE education programme- Keeping/staying healthy</a>
	<b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> <li>•to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>•how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>•how they are the same and different to others</li> <li>•about different kinds of feelings</li> <li>•how to recognise feelings in themselves and others</li> <li>•how feelings can affect how people behave</li> </ul>	<a href="#">Mental health and emotional wellbeing lesson plans</a>  <a href="#">Medway Public Health Directorate relationships and sex education, KS1-3</a> KS1 Lesson 2, 'Growing up: the human life cycle'  <a href="#">Decision primary PSHE education programme Feelings and Emotions</a>
	<b>Keeping safe</b> How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	<ul style="list-style-type: none"> <li>•how rules can help to keep us safe</li> <li>•why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>•basic rules for keeping safe online</li> <li>•whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<a href="#">Jessie &amp; Friends</a>  <a href="#">Decision primary PSHE education programme Computer safety/Hazard watch</a>

YEAR 2 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn: Relationships</b>	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> <li>•how to be a good friend, e.g. kindness, listening, honesty</li> <li>•about different ways that people meet and make friends</li> <li>•strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>•about what causes arguments between friends</li> <li>•how to positively resolve arguments between friends</li> <li>•how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<a href="#">Idecision primary PSHE education programme Relationships</a>
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> <li>•how to recognise hurtful behaviour, including online</li> <li>•what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>•about what bullying is and different types of bullying</li> <li>•how someone may feel if they are being bullied</li> <li>•about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>•how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>•how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>	<a href="#">NSPCC Underwear Rule resources</a>  <a href="#">Idecision primary PSHE education programme Relationships</a>  <a href="#">Jessie &amp; Friends</a>
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> <li>•about the things they have in common with their friends, classmates, and other people</li> <li>•how friends can have both similarities and differences</li> <li>•how to play and work cooperatively in different groups and situations</li> <li>•how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<a href="#">Inclusion, belonging &amp; addressing extremism — KSI-2</a> KSI 'Sameness and difference'
<b>Spring: Living in the Wider World</b>	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	<ul style="list-style-type: none"> <li>•about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>•about different rights and responsibilities that they have in school and the wider community</li> <li>•about how a community can help people from different groups to feel included</li> </ul>	<a href="#">Inclusion, belonging &amp; addressing extremism — KSI-2</a> KSI 'Sameness and difference'

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		<ul style="list-style-type: none"> <li>•to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	
	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> <li>•the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>•to recognise the purpose and value of the internet in everyday life</li> <li>•to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>•that information online might not always be true</li> </ul>	
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> <li>•about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>•how money can be kept and looked after</li> <li>•about getting, keeping and spending money</li> <li>•that people are paid money for the job they do</li> <li>•how to recognise the difference between needs and wants</li> <li>•how people make choices about spending money, including thinking about needs and wants</li> </ul>	<p><a href="#">I decision primary PSHE education programme</a> Money matters</p>
<p><b>Summer: Health and Wellbeing</b></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>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> <li>•about routines and habits for maintaining good physical and mental health</li> <li>•why sleep and rest are important for growing and keeping healthy</li> <li>•that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>•the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>•about food and drink that affect dental health</li> <li>•how to describe and share a range of feelings</li> <li>•ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>•how to manage big feelings including those associated with change, loss and bereavement</li> <li>•when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p><a href="#">I decision primary PSHE education programme</a> Keeping/staying healthy</p> <p><a href="#">Mental health and emotional wellbeing lesson plans</a></p> <p><a href="#">I decision primary PSHE education programme</a> Feelings and emotions</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
	<p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>•about the human life cycle and how people grow from young to old</li> <li>•how our needs and bodies change as we grow up</li> <li>•to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>•about change as people grow up, including new opportunities and responsibilities</li> <li>•preparing to move to a new class and setting goals for next year</li> </ul>	<p><a href="#">Medway Public Health Directorate relationships and sex education, KSI-3</a></p> <p>KSI Lesson 3, 'Everybody's body'</p>
	<p>Keeping safe</p> <p>Safety in different environments; risk</p>	<ul style="list-style-type: none"> <li>•how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> </ul>	<p><a href="#">Life. Live it. primary school resources by the Red Cross</a></p> <p>Life. Live it 'Stay safe'</p>

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	<p>and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> <li>•how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>•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</li> <li>•how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>•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</li> <li>•how to respond if there is an accident and someone is hurt</li> <li>•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</li> </ul>	<p><a href="#">Drug Wise primary school resource (Islington Healthy Schools Team)</a></p> <p><a href="#">Decision primary PSHE education programme</a> Keeping/ staying safe</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
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YEAR 3 — MEDIUM-TERM OVERVIEW			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn: Relationships</b>	<b>Families and friendships</b> What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	<ul style="list-style-type: none"> <li>•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</li> <li>•that being part of a family provides support, stability and love</li> <li>•about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>•about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>•to identify if/when something in a family might make someone upset or worried</li> <li>•what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<a href="#">Primary Schools Resource Pack</a> KS2 lessons Diversity  <a href="#">Adoptables Schools Toolkit by Coram Life Education</a>
	<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> <li>•What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>•about what privacy and personal boundaries are. including online</li> <li>•basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>•that bullying and hurtful behaviour is unacceptable in any situation</li> <li>•about the effects and consequences of bullying for the people involved</li> <li>•about bullying online, and the similarities and differences to face-to-face bullying</li> <li>•what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>	<a href="#">Play Like Share</a>  <a href="#">NSPCC Share Aware resources</a>
	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	<ul style="list-style-type: none"> <li>•to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>•how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>•the importance of self-respect and their right to be treated respectfully by others</li> <li>•what it means to treat others. and be treated. politely</li> <li>•the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<a href="#">Premier League Primary Stars</a> -KS2 Behaviour/relationships Do the right thing  <a href="#">Play Like Share</a>  <a href="#">Creating a dementia-friendly generation</a> <a href="#">Alzheimer's Society resource</a> KS2
<b>Spring:</b>	<b>Belonging to a community</b>	<ul style="list-style-type: none"> <li>•the reasons for rules and laws in wider society</li> <li>•the importance of abiding by the law and what might happen if rules and laws are broken</li> </ul>	<a href="#">KS2 Compassionate Class   RSPCA Education</a>

## Relationships and Sex Education (RSHE)

<b>Living in the Wider World</b>	<p>The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> <li>•what human rights are and how they protect people</li> <li>•to identify basic examples of human rights including the rights of children</li> <li>•about how they have rights and also responsibilities</li> <li>•that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	
	<p><b>Media literacy and Digital resilience</b> How the internet is used; assessing information online PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> <li>•how the internet can be used positively for leisure, for school and for work</li> <li>•to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>•strategies to recognise whether something they see online is true or accurate</li> <li>•to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>•to make safe, reliable choices from search results</li> <li>•how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	<a href="#">Google and Parent Zone KS2 internet safety resource</a>
	<p><b>Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> <li>•about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>•that people can have more than one job at once or over their lifetime</li> <li>•about common myths and gender stereotypes related to work</li> <li>•to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>•about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>•to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>•how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	
<b>Summer: Health and Wellbeing</b>	<p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> <li>•about the choices that people make in daily life that could affect their health</li> <li>•to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>•what can help people to make healthy choices and what might negatively influence them</li> <li>•about habits and that sometimes they can be maintained, changed or stopped</li> <li>•the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>•what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> </ul>	<p><a href="#">Mental health and emotional wellbeing PowerPoint lesson plans (KS2-Y3/4)</a></p> <p><a href="#">Decision primary PSHE education programme Keeping/staying safe</a></p> <p><a href="#">Decision primary PSHE education programme Feelings &amp; emotions</a></p>

## Relationships and Sex Education (RSHE)

		<ul style="list-style-type: none"> <li>•that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>•about the things that affect feelings both positively and negatively</li> <li>•strategies to identify and talk about their feelings</li> <li>•about some of the different ways people express feelings e.g. words, actions, body language</li> <li>•to recognise how feelings can change overtime and become more or less powerful</li> </ul>	
	<p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> <li>•that everyone is an individual and has unique and valuable contributions to make</li> <li>•to recognise how strengths and interests form part of a person's identity</li> <li>•how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>•to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>•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</li> </ul>	<p><a href="#">Premier League Primary Stars</a> Self esteem</p> <p><a href="#">Premier League Primary Stars</a> Inclusion</p>
	<p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> <li>•how to identify typical hazards at home and in school</li> <li>•how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>•about fire safety at home including the need for smoke alarms</li> <li>•the importance of following safety rules from parents and other adults</li> <li>•how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<p><a href="#">Gambling</a> Lesson 1 Exploring risk</p> <p><a href="#">Decision primary PSHE education programme</a> Keeping/staying safe</p>

<b>YEAR 4 — MEDIUM-TERM OVERVIEW</b>			
<b>Term</b>	<b>Topic</b>	<b>In this unit of work, students learn...</b>	<b>Quality Assured resources to support planning</b>
<b>Autumn: Relationships</b>	<b>Families and friendships</b> Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> <li>•about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>•strategies to build positive friendships</li> <li>•how to seek support with relationships if they feel lonely or excluded</li> <li>•how to communicate respectfully with friends when using digital devices</li> <li>•how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>•what to do or whom to tell if they are worried about any contact online</li> </ul>	<a href="#">NSPCC Share Aware resources</a>  <a href="#">Google and Parent Zone KS2 internet safety resource</a> Be Internet Legends
	<b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> <li>•to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>•how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>•recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>•how to manage pressures associated with dares</li> <li>•when it is right to keep or break a confidence or share a secret</li> <li>•how to recognise risks online such as harmful content or contact</li> <li>•how people may behave differently online including pretending to be someone they are not</li> <li>•how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<a href="#">Google and Parent Zone KS2 internet safety resource</a> Be Internet Legends  <a href="#">I decision primary PSHE education programme</a> Computer safety
	<b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	<ul style="list-style-type: none"> <li>•to recognise differences between people such as gender, race, faith</li> <li>•to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>•about the importance of respecting the differences and similarities between people</li> <li>•a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<a href="#">Premier League Primary Stars</a> KS2 Diversity
<b>Spring: Living in the Wider World</b>	<b>Belonging to a community</b> What makes a community; shared responsibilities PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> <li>•the meaning and benefits of living in a community</li> <li>•to recognise that they belong to different communities as well as the school community</li> <li>•about the different groups that make up and contribute to a community</li> <li>•about the individuals and groups that help the local community, including through volunteering and work</li> </ul>	<a href="#">Inclusion, belonging &amp; addressing extremism — KS1-2</a> Lesson 2 Belonging to a Community  <a href="#">RSPCA Compassionate Class - animal welfare, compassion and empathy, KS2</a>



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		<ul style="list-style-type: none"> <li>•how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<a href="#">Moving &amp; moving home KS2 lesson plan</a>
	<b>Media literacy and Digital resilience</b> How data is shared and used PoS Refs: L13, L14	<ul style="list-style-type: none"> <li>•that everything shared online has a digital footprint</li> <li>•that organisations can use personal information to encourage people to buy things</li> <li>•to recognise what online adverts look like</li> <li>•to compare content shared for factual purposes and for advertising</li> <li>•why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>•that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
	<b>Money and Work</b> Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	<ul style="list-style-type: none"> <li>•how people make different spending decisions based on their budget, values and needs</li> <li>•how to keep track of money and why it is important to know how much is being spent</li> <li>•about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>•that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	
<b>Summer: Health and Wellbeing</b>	<b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	<ul style="list-style-type: none"> <li>•to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>•what good physical health means and how to recognise early signs of physical illness</li> <li>•that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>•how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>•the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<a href="#">I decision primary PSHE education programme</a> Keeping/staying healthy
	<b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	<ul style="list-style-type: none"> <li>•how to identify external genitalia and reproductive organs</li> <li>•about the physical and emotional changes during puberty</li> <li>•key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>•strategies to manage the changes during puberty including menstruation</li> <li>•the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>•how to discuss the challenges of puberty with a trusted adult</li> <li>•how to get information, help and advice about puberty</li> </ul>	<a href="#">Medway Public Health Directorate relationships and sex education. KS1-3 (Y4/5) Puberty</a>  <a href="#">Betty: it's perfectly natural</a>  <a href="#">I decision primary PSHE education programme</a> Growing and changing
	<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>•the importance of taking medicines correctly and using household products safely</li> </ul>	<a href="#">Drug Wise primary school resource (Islington Healthy Schools Team)</a>

## Relationships and Sex Education (RSHE)

	<p>Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>•to recognise what is meant by a 'drug'</li> <li>•that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>•to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>•to identify some of the risks associated with drugs common to everyday life</li> <li>•that for some people using drugs can become a habit which is difficult to break</li> <li>•how to ask for help or advice</li> </ul>	<p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
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<b>YEAR 5 — MEDIUM-TERM OVERVIEW</b>			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn: Relationships</b>	<b>Families and friendships</b> Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	<ul style="list-style-type: none"> <li>•what makes a healthy friendship and the impact of the need for peer approval in different situations, including online</li> <li>•strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>•that it is common for friendships to experience challenges</li> <li>•strategies to positively resolve disputes and reconcile differences in friendships</li> <li>•that friendships can change over time and the benefits of having new and different types of friends</li> <li>•how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>•when and how to seek support in relation to friendships how they make people feel included</li> <li>•strategies to help someone feel included</li> <li>•about peer influence and how it can make people feel or behave</li> </ul>	<a href="#">Premier League Primary Stars</a> Inclusion
	<b>Safe relationships</b> Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> <li>•to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>•how to ask for, give and not give permission for physical contact</li> <li>•how it feels in a person's mind and body when they are uncomfortable</li> <li>•that it is never someone's fault if they have experienced unacceptable contact</li> <li>•how to respond to unwanted or unacceptable physical contact</li> <li>•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</li> <li>•whom to tell if they are concerned about unwanted physical contact</li> </ul>	
	<b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	<ul style="list-style-type: none"> <li>•to recognise that everyone should be treated equally</li> <li>•why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>•what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>•to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>•the impact of discrimination on individuals, groups and wider society</li> <li>•ways to safely challenge discrimination</li> <li>•how to report discrimination online</li> </ul>	<a href="#">Premier League Primary Stars</a> KS2 Behaviour/relationships Do the right thing  <a href="#">Premier League Primary Stars</a> KS2 Developing values

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<b>Spring: Living in the Wider World</b>	<b>Belonging to a community</b> Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> <li>•about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>•the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>•how to show compassion for the environment, animals and other living things</li> <li>•about the way that money is spent and how it affects the environment</li> <li>•to express their own opinions about their responsibility towards the environment</li> </ul>	<a href="#">Premier League Primary Stars</a> Tackling plastic pollution with Sky Ocean rescue  <a href="#">Team Margot resources on blood, stem cell &amp; bone marrow donation</a>  <a href="#">Idecision primary PSHE education programme</a> -Being responsible
	<b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	<ul style="list-style-type: none"> <li>•to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>•basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>•that some media and online content promote stereotypes</li> <li>•how to assess which search results are more reliable than others</li> <li>•to recognise unsafe or suspicious content online</li> <li>•how devices store and share information</li> </ul>	<a href="#">NewsWise news literacy project and resources</a> Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted  <a href="#">Google and Parent Zone KS2 internet safety resource</a> Be Internet Legends
	<b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	<ul style="list-style-type: none"> <li>•to identify jobs that they might like to do in the future</li> <li>•about the role ambition can play in achieving a future career</li> <li>•how or why someone might choose a certain career</li> <li>•about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>•the importance of diversity and inclusion to promote people's career opportunities</li> <li>•about stereotyping in the workplace, its impact and how to challenge it</li> <li>•that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	
<b>Summer: Health and Wellbeing</b>	<b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> <li>•how sleep contributes to a healthy lifestyle</li> <li>•healthy sleep strategies and how to maintain them</li> <li>•about the benefits of being outdoors and in the sun for physical and mental health</li> <li>•how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>•how medicines can contribute to health and how allergies can be managed</li> <li>•that some diseases can be prevented by vaccinations and immunisations</li> <li>•that bacteria and viruses can affect health</li> <li>•how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>•to recognise the shared responsibility of keeping a clean environment</li> </ul>	<a href="#">The Sleep Factor lesson plans &amp; PowerPoints</a>  *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
	<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>•about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> </ul>	<a href="#">METRO Charity</a> KS2 Gender

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	<p>Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> <li>•that for some people their gender identity does not correspond with their biological sex</li> <li>•how to recognise, respect and express their individuality and personal qualities</li> <li>•ways to boost their mood and improve emotional wellbeing</li> <li>•about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>	<p><a href="#">Mental health and emotional wellbeing PowerPoint lesson plans (KS2 Y5/6)</a></p> <p><a href="#">Premier League Primary Stars</a> Self esteem/Resilience</p>
	<p><b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> <li>•to identify when situations are becoming risky, unsafe or an emergency</li> <li>•to identify occasions where they can help take responsibility for their own safety</li> <li>•to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>•how to deal with common injuries using basic first aid techniques</li> <li>•how to respond in an emergency, including when and how to contact different emergency services</li> <li>•that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>•what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>	<p><a href="#">Life. Live it. primary school resources by the Red Cross</a> KS2 lesson Help save lives, Emergency Action</p> <p><a href="#">Gambling</a> Lesson 1 Exploring risk</p>

<b>YEAR 6 — MEDIUM-TERM OVERVIEW</b>			
<b>Term</b>	<b>Topic</b>	<b>In this unit of work, students learn...</b>	<b>Quality Assured resources to support planning</b>
<b>Autumn: Relationships</b>	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> <li>•what it means to be attracted to someone and different kinds of loving relationships</li> <li>•that people who love each other can be of any gender, ethnicity or faith</li> <li>•the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>•about the qualities of healthy relationships that help individuals flourish</li> <li>•ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>•what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>•that people have the right to choose whom they marry or whether to get married</li> <li>•that to force anyone into marriage is illegal</li> <li>•how and where to report forced marriage or ask for help if they are worried</li> </ul>	<a href="#">Medway Public Health Directorate relationships and sex education, KS1-3</a> KS2 Y6 Lesson 3 Positive and healthy relationships
	<b>Safe relationships</b> Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> <li>•to compare the features of a healthy and unhealthy friendship</li> <li>•about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>•strategies to respond to pressure from friends including online</li> <li>•how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>•how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>•how to get advice and report concerns about personal safety, including online</li> <li>•what consent means and how to seek and give/not give permission in different situations</li> </ul>	<a href="#">NSPCC Share Aware resources</a>  <a href="#">Play Like Share</a>
	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	<ul style="list-style-type: none"> <li>•about the link between values and behaviour and how to be a positive role model</li> <li>•how to discuss issues respectfully</li> <li>•how to listen to and respect other points of view</li> <li>•how to constructively challenge points of view they disagree with</li> <li>•ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<a href="#">Premier League Primary Stars</a> KS2 Behaviour/relationships Do the right thing

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<p><b>Spring: Living in the Wider World</b></p>	<p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> <li>•what prejudice means</li> <li>•to differentiate between prejudice and discrimination</li> <li>•how to recognise acts of discrimination</li> <li>•strategies to safely respond to and challenge discrimination</li> <li>•how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>•how stereotypes are perpetuated and how to challenge this</li> </ul>	<p><a href="#">Premier League Primary Stars</a> Diversity</p> <p><a href="#">Inclusion, belonging &amp; addressing extremism — KS1-2</a> KS2 Lesson 3 Stereotypes</p> <p><a href="#">Inclusion, belonging &amp; addressing extremism — KS1-2</a> KS2 Lesson 4 Extremism</p> <p><a href="#">Premier League Primary Stars</a> KS2 Inclusion</p>
	<p><b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> <li>•about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>•how and why images online might be manipulated, altered, or faked</li> <li>•how to recognise when images might have been altered</li> <li>•why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>•that social media sites have age restrictions and regulations for use</li> <li>•the reasons why some media and online content is not appropriate for children</li> <li>•how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>•about sharing things online, including rules and laws relating to this</li> <li>•how to recognise what is appropriate to share online</li> <li>•how to report inappropriate online content or contact</li> </ul>	<p><a href="#">NSPCC Share Aware resources</a></p> <p><a href="#">Trust Me by Childnet</a> Y5/6 Lesson 1 Online content</p> <p><a href="#">Google and Parent Zone KS2 internet safety resource</a> Be Internet Legends</p> <p><a href="#">BBFC KS2 lessons: 'Let's watch a film! Making choices about what to watch</a></p>
	<p><b>Money and Work</b> Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> <li>•about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>•about value for money and how to judge if something is value for money</li> <li>•how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>•how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>•about common risks associated with money, including debt, fraud and gambling</li> <li>•how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>•how to get help if they are concerned about gambling or other financial risks</li> </ul>	<p><a href="#">Gambling</a> Lesson 2 Chancing it! Exploring risk in relation to gambling</p>
<p><b>Summer: Health and Wellbeing</b></p>	<p><b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss</p>	<ul style="list-style-type: none"> <li>•that mental health is just as important as physical health and that both need looking after</li> <li>•to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>•how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>•positive strategies for managing feelings</li> </ul>	<p><a href="#">Mental health and emotional wellbeing PowerPoint lesson plans</a> KS2 Y5/6</p> <p><a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a></p>

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	<p>and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> <li>•that there are situations when someone may experience mixed or conflicting feelings</li> <li>•how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>•to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>•identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>•the importance of asking for support from a trusted adult</li> <li>•about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>•that changes can mean people experience feelings of loss or grief</li> <li>•about the process of grieving and how grief can be expressed</li> <li>•about strategies that can help someone cope with the feelings associated with change or loss</li> <li>•to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>•how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>•strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>•what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	<p><a href="#">Rise Above for Schools teaching resources</a> KS2 Social media</p> <p><a href="#">NewsWise news literacy project and resources</a> KS2 Lesson 3 Managing feelings about the news</p>
	<p><b>Growing and changing</b> Human reproduction and birth; increasing independence; managing transitions PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> <li>•to recognise some of the changes as they grow up e.g. increasing independence</li> <li>•about what being more independent might be like, including how it may feel</li> <li>•about the transition to secondary school and how this may affect their feelings</li> <li>•about how relationships may change as they grow up or move to secondary school</li> <li>•practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>•identify the links between love, committed relationships and conception</li> <li>•what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>•how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>•that pregnancy can be prevented with contraception<sup>2</sup></li> <li>•about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>	<p><a href="#">Medway Public Health Directorate relationships and sex education, KS1-3</a> KS2 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made</p> <p><a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a> Secondary school and Changing friendship</p> <p><a href="#">Rise Above for Schools teaching resources</a> KS2 Transition to secondary school</p>
	<p><b>Keeping safe</b> Keeping personal information safe;</p>	<ul style="list-style-type: none"> <li>•how to protect personal information online</li> <li>•to identify potential risks of personal information being misused</li> </ul>	<p><a href="#">NSPCC Share Aware resources</a></p>



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	<p>regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> <li>•strategies for dealing with requests for personal information or images of themselves</li> <li>•to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>•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</li> <li>•what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>•how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>•about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>•why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>•about the risks and effects of different drugs</li> <li>•about the laws relating to drugs common to everyday life and illegal drugs</li> <li>•to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>•about the organisations where people can get help and support concerning drug use</li> <li>•how to ask for help if they have concerns about drug use</li> <li>•about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>	<p><a href="#">Decision primary PSHE education programme</a> Computer safety</p> <p><a href="#">BBFC KS2 lessons: 'Let's watch a film! Making choices about what to watch</a></p> <p><a href="#">Trust Me by Childnet</a> Y5/6 Lesson 2 Online contact</p> <p><a href="#">Google and Parent Zone KS2 internet safety resource</a></p> <p><a href="#">Drug Wise primary school resource (Islington Healthy Schools Team)</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
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<b>YEAR 7 — MEDIUM-TERM OVERVIEW</b>			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn: Relationships</b>	<b>Diversity</b> Diversity, prejudice, and bullying PoS refs: R3, R38, R39, R40, R41	<ul style="list-style-type: none"> <li>•about identity, rights and responsibilities</li> <li>•about living in a diverse society</li> <li>•how to challenge prejudice, stereotypes and discrimination</li> <li>•the signs and effects of all types of bullying, including online</li> <li>•how to respond to bullying of any kind, including online</li> <li>•how to support others</li> </ul>	<a href="#">Rise Above for Schools teaching resources</a>  <a href="#">Childnet 'Crossing the Line' online safety PSHE toolkit</a>
	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries PoS refs: H1, R2, R9, R11, R13, R14, R16, R24	<ul style="list-style-type: none"> <li>•how to develop self-worth and self-efficacy</li> <li>•about qualities and behaviours relating to different types of positive relationships</li> <li>•how to recognise unhealthy relationships</li> <li>•how to recognise and challenge media stereotypes</li> <li>•how to evaluate expectations for romantic relationships</li> <li>•about consent, and how to seek and assertively communicate consent</li> </ul>	<a href="#">Guidance on teaching about consent in PSHE education, KS3&amp;4</a>  <a href="#">Medway Public Health Directorate relationships and sex education, KS1-3</a>  <a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a>  <a href="#">Rise Above for Schools teaching resources</a>  <a href="#">BBFC KS3 lessons: Making Choices: Sex, Relationships and BBFC Age rating</a>  <a href="#">#MySenseOfSelf – body Image and self-esteem lesson plan</a>
	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent PoS refs: R1, R2, R5, R9, R10, R11, R14, R16, R18, R27, R37, R39, L21, L25	<ul style="list-style-type: none"> <li>•about different types of relationships and the qualities and behaviours associated with positive relationships</li> <li>•about media stereotypes and their effect on relationship expectations</li> <li>•how to manage expectations for romantic relationships</li> <li>•how to manage strong feelings in relationships</li> <li>•how to identify unhealthy relationships and seek support when necessary</li> <li>•about the concept of consent</li> <li>•how to seek and give/not give consent in a variety of contexts</li> </ul>	<a href="#">Guidance on teaching about consent in PSHE education, KS3&amp;4 Lesson 1</a>  <a href="#">Medway Public Health Directorate relationships and sex education, KS1-3 KS3 Lessons 2&amp; 3 Y7</a>  <a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a>  <a href="#">Disrespect NoBody: resources on preventing teenage relationship abuse</a>

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			<a href="#">BBFC KS3 lessons: Making Choices: Sex, Relationships and BBFC Age rating</a>
<b>Spring: Living in the Wider World</b>	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations PoS refs: R15, R39, L1, L4, L5, L9, L10, L12	<ul style="list-style-type: none"> <li>•how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>•about a broad range of careers and the abilities and qualities required for different careers</li> <li>•about equality of opportunity</li> <li>•how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>•about the link between values and career choices</li> </ul>	<a href="#">econoME from the Bank of England</a>  <a href="#">LifeSkills created with Barclays</a>
	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices PoS refs: H32, L15, L16, L17, L18	<ul style="list-style-type: none"> <li>•how to make safe financial choices</li> <li>•about ethical and unethical business practices and consumerism</li> <li>•about saving, spending and budgeting</li> <li>•how to manage risk-taking behaviour</li> </ul>	<a href="#">LifeSkills created with Barclays</a>  <a href="#">econoME from the Bank of England</a>
	<b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation PoS refs: L15, L16, L17, L18, L19, L21, L27	<ul style="list-style-type: none"> <li>•about financial choices including saving, spending and budgeting</li> <li>•about attitudes and values in relation to finance, including debt and pay day loans</li> <li>•how to manage influences over financial decisions</li> <li>•how to manage emotions in relation to finance</li> <li>•to recognise risk and financial exploitation and access help and advice</li> </ul>	<a href="#">LifeSkills created with Barclays</a>  <a href="#">Cifas: Anti-Fraud Education lesson plans for KS3&amp;4</a>  <a href="#">econoME from the Bank of England</a>
<b>Summer: Health and Wellbeing</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid PoS refs: H1, H2, H30, H33, R13, L1, L2	<ul style="list-style-type: none"> <li>•how to identify, express and manage their emotions in a constructive way</li> <li>•how to manage the challenges of moving to a new school</li> <li>•how to establish and manage friendships</li> <li>•how to improve study skills</li> <li>•how to identify personal strengths and areas for development</li> <li>•personal safety strategies and travel safety, e.g. road, rail and water</li> <li>•how to respond in an emergency situation</li> <li>•basic first aid</li> </ul>	<a href="#">Rise Above for Schools teaching resources</a>  <a href="#">First aid learning for young people by the British Red Cross</a>  <a href="#">British Heart Foundation 'Call Push Rescue' Resource</a>
	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<ul style="list-style-type: none"> <li>•how to make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>•how to manage influences relating to caffeine, smoking and alcohol</li> <li>•how to manage physical and emotional changes during puberty</li> <li>•about personal hygiene</li> </ul>	<a href="#">The Sleep Factor lesson plans &amp; PowerPoints</a>  <a href="#">Medway Public Health Directorate relationships and sex education, KS1-3</a>

## Relationships and Sex Education (RSHE)

	<p>PoS refs: H5, H13, H14, H15, H16, H17, H18, H20, H22, H34</p>	<ul style="list-style-type: none"> <li>•how to recognise and respond to inappropriate and unwanted contact</li> <li>•about FGM and how to access help and support</li> </ul>	<p><a href="#">FGM and forced marriage lesson plans from Freedom Charity</a></p> <p><a href="#">FGM Schools Resource Pack- by FORWARD</a></p> <p><a href="#">Rise Above for Schools teaching resources Puberty</a></p> <p><a href="#">Rise Above for Schools teaching resources Sleep</a></p> <p><a href="#">Betty: it's perfectly natural</a></p>
	<p><b>Substances:</b> Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use PoS refs: H5, H23, H24, H25, H26, H27, H28, H29</p>	<ul style="list-style-type: none"> <li>•about substance use and misuse, including laws relating to this</li> <li>•about the effects of alcohol, tobacco, nicotine and e-cigarettes</li> <li>•about attitudes and social norms regarding substances</li> <li>•about dependence, including the over-consumption of caffeine- based energy drinks</li> <li>•how to safely use over the counter and prescription medications</li> <li>•how to manage peer influence in relation to substance use</li> </ul>	<p><a href="#">Rise Above for Schools teaching resources Smoking</a></p> <p><a href="#">Rise Above for Schools teaching resources- Alcohol</a></p> <p><a href="#">PSHE education character curriculum planning toolkit-Managing Peer Influence</a></p> <p>The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

## Relationships and Sex Education (RSHE)

<b>YEAR 8 — MEDIUM-TERM OVERVIEW</b>			
Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<b>Autumn: Relationships</b>	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia PoS refs: R39, R40, R41, R3, R4, R42, R43	<ul style="list-style-type: none"> <li>•how to manage influences on beliefs and decisions</li> <li>•about group-think and persuasion</li> <li>•how to develop self-worth and confidence</li> <li>•about gender identity, transphobia and gender-based discrimination</li> <li>•how to recognise and challenge homophobia and biphobia</li> <li>•how to recognise and challenge racism and religious discrimination</li> </ul>	<a href="#">Government Equalities Office Anti- Homophobic, Biphobic and Transphobic Bullying Project</a>  <a href="#">#ImWithSam – KS3 anti-disability discrimination resources by Dimensions</a>
	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception PoS refs: H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<ul style="list-style-type: none"> <li>•the qualities of positive, healthy relationships</li> <li>•how to demonstrate positive behaviours in healthy relationships</li> <li>•about gender identity and sexual orientation</li> <li>•about forming new partnerships and developing relationships</li> <li>•about the law in relation to consent</li> <li>•that the legal and moral duty is with the seeker of consent</li> <li>•how to effectively communicate about consent in relationships</li> <li>•about the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>•about basic forms of contraception, e.g. condom and pill</li> </ul>	<a href="#">Guidance on teaching about consent in PSHE education, KS3&amp;4</a>  <a href="#">Medway Public Health Directorate relationships and sex education, KS1-3</a>  <a href="#">NSPCC 'Making sense of relationships' lesson plans and guidance</a>  <a href="#">BBFC KS3 lessons: Making Choices: Sex, Relationships and BBFC Age rating</a>  <a href="#">Government Equalities Office Anti- Homophobic, Biphobic and Transphobic Bullying Project</a>
	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use	<ul style="list-style-type: none"> <li>•how to manage group friendships</li> <li>•how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour</li> <li>•how to manage personal safety in social situations</li> <li>•how to access support and advice in relation to friendship and peer influence issues</li> <li>•about why young people may join gangs and the consequences of gang behaviour</li> <li>•how to access support in relation to gangs</li> <li>•exit strategies for pressurised situations</li> </ul>	<a href="#">Trust Me by Childnet</a>  <a href="#">Childnet 'Crossing the Line' online safety PSHE toolkit</a>  <a href="#">Home Office #knifefree lesson plans for KS3&amp;4 – updated summer 2019</a>  <a href="#">Exploring Cybercrime: KS3 Lesson plans, the National Crime Agency (NCA)</a>

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	PoS refs: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46		<a href="#">BBFC KS3 lessons: Making Choices: Sex, Relationships and BBFC Age rating</a>
<b>Spring: Living in the Wider World</b>	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work PoS refs: R39, R41, L3, L8, L9, L10, L11, L12	<ul style="list-style-type: none"> <li>•about equality of opportunity in life and work</li> <li>•how to challenge stereotypes and discrimination in relation to work and pay</li> <li>•about employment: self-employment and voluntary work</li> <li>•how to set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	<a href="#">LifeSkills created with Barclays</a>
	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks PoS refs: H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27	<ul style="list-style-type: none"> <li>•about online communication</li> <li>•how to use social networking sites safely</li> <li>•how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> <li>•how to respond and seek support in cases of online grooming</li> <li>•how to recognise biased or misleading information online</li> <li>•how to critically assess different media sources</li> <li>•how to distinguish between content which is publicly and privately shared</li> <li>•about age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>•how to protect financial security online</li> <li>•how to assess and manage risks in relation to gambling and chance- based transactions</li> </ul>	<a href="#">Cifas: Anti-Fraud Education lesson plans for KS3&amp;4</a>  <a href="#">Childnet 'Crossing the Line' online safety PSHE toolkit</a>  <a href="#">Trust Me by Childnet</a>  <a href="#">Rise Above for Schools teaching resources</a> Online stress and FOMO  <a href="#">Rise Above for Schools teaching resources</a> Body image in a digital world  <a href="#">Exploring Cybercrime: KS3 Lesson plans, the National Crime Agency (NCA)</a>  <a href="#">BBFC KS3 lessons: Making Choices: Sex, Relationships and BBFC Age rating</a>
	<b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change PoS refs: R22, L2, L3, L6, L7, L9,	<ul style="list-style-type: none"> <li>•how to review personal strengths and targets</li> <li>•how to identify opportunities to develop strengths and skills</li> <li>•how to set realistic yet ambitious goals for the future</li> <li>•about options available in senior school or key stage 4</li> <li>•how to manage change and transition, including feelings</li> </ul>	<a href="#">Rise Above for Schools teaching resources</a> Dealing with change  <a href="#">Rise Above for Schools teaching resources</a> Exam stress  <a href="#">LifeSkills created with Barclays</a> Recognising and building personal skills; Staying positive; Adaptability

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<p><b>Summer: Health and Wellbeing</b></p>	<p><b>Drugs and alcohol</b> and drug misuse and pressures relating to drug use PoS refs: H23, H24, H25, H26, H27, H29, H31, H5, R42, R44</p>	<ul style="list-style-type: none"> <li>•about medicinal and recreational drugs</li> <li>•about the over-consumption of energy drinks</li> <li>•about the relationship between habit and dependence</li> <li>•how to use over the counter and prescription medications safely</li> <li>•how to assess the risks of alcohol, tobacco, nicotine and e-cigarette s</li> <li>•how to manage influences in relation to substance use</li> <li>•how to recognise and promote positive social norms and attitudes</li> </ul>	<p><a href="#">Rise Above for Schools teaching resources- Smoking</a></p> <p><a href="#">Rise Above for Schools teaching resources- Alcohol</a></p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>
	<p><b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies PoS refs: H3, H4, H6, H7, H8, H9, H10, H11, H12, L24</p>	<ul style="list-style-type: none"> <li>•about attitudes towards mental health</li> <li>•how to challenge myths and stigma</li> <li>•about daily wellbeing</li> <li>•how to manage emotions</li> <li>•how to develop digital resilience</li> <li>•about unhealthy coping strategies (e.g. self-harm and eating disorders)</li> <li>•about healthy coping strategies</li> </ul>	<p><a href="#">Mental health and emotional wellbeing lesson plans</a></p> <p><a href="#">Movember: Happier, healthier, longer lesson pack</a></p> <p><a href="#">Rise Above for Schools teaching resources Dealing with change</a></p> <p><a href="#">Rise Above for Schools teaching resources- Online stress and FOMO</a></p> <p><a href="#">Media Smart KS3 Body Image and Advertising Resource</a></p> <p><a href="#">#MySenseOfSelf – body Image and self-esteem lesson plan</a></p>
	<p><b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety PoS refs: H30, H31, H33</p>	<ul style="list-style-type: none"> <li>•how to manage personal safety, including when out, travelling, at home and online</li> <li>•how to respond in an emergency situation</li> <li>•how to perform basic first aid, including CPR</li> <li>•when and how to safely use defibrillators</li> </ul>	<p><a href="#">British Heart Foundation 'Call Push Rescue' Resource</a></p> <p><a href="#">Run, Hide, Tell resource packs for key stages 3 &amp; 4</a></p> <p><a href="#">Home Office #knifefree lesson plans for KS3&amp;4 – updated summer 2019</a></p> <p><a href="#">First aid learning for young people by the British Red Cross</a></p>

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### Appendix 2: By the end of primary school (Year 6), pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two 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>
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, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</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, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</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>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</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, how to recognise risks, harmful content and contact, and how to report them</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</li> </ul>
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)</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) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

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### Appendix 2: By the end of Year 8, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> </ul>

## Relationships and Sex Education (RSHE)

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> </ul>

**Appendix 3: Parent form: Withdrawal from sex education within RSHE**

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

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	
Headmaster signature	

### Appendix 4: DfE RSHE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSHE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf)