



Fleet Primary School

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Personal, Social and Health Education (PSHE) and Citizenship Policy

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Head Teacher: Don McGibbon

Chair of Governors Signature: Marcus Boyland

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1. Purpose of the Policy

This policy further sets out:

- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE
- Our definitions for Relationships Education and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE,
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

2. Development of the school Policy

This policy was developed with Senior Leaders, staff and governors. We also consulted with Camden Learning.

We have taken account of the

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Camden's example policy June 2021
- Equality Act 2010 and the Public Sector Equality Duty
- Ofsted Inspection framework with particular reference to safeguarding and the judgement on personal development, behaviour and welfare (Ofsted September 2016)
- Providing fundamental British values as part of SMSC in schools, (DfE November 2014)
- Keeping Children Safe in Education (Updated January 2021)

3. Links to other policies

This Policy should be read alongside other related policies:

- Behaviour For Learning
- Anti-bullying
- Drug Education Policy
- Relationships Education
- Child Protection and Safeguarding,
- Teaching and Learning,
- Online safety
- Equalities

4. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

Relationships Education is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools

Health Education is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE)

5. Definition of PSHE and Citizenship

PSHE and citizenship are a **planned** part of the curriculum that is also reflected in whole school activities and experiences. It brings together the statutory elements of Health Education and Relationships Education, and the non-statutory aspects which include Sex Education not covered by statutory Science, and citizenship.

Relationships Education:

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”

Health Education:

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

Citizenship education provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014).

The citizenship curriculum helps children

- explore and develop attitudes and values to become informed, active and responsible citizens. develop political literacy and explore social and moral issues,
- distinguish right from wrong and to make a positive contribution to their local, national and global communities.

It covers rights and respect for rights, democracy, pupil participation in school life, the rule of law, respecting difference and local and global communities and how to prevent prejudice and discrimination.

Citizenship is a natural place for many of the current requirements around SMSC, British Values, Safeguarding and the Prevent Duty.

6. Why teach PSHE and Citizenship

We believe that our work on PSHE and Citizenship contributes to our school being a healthy school by enabling children to :-

- Make choices to live healthy lives
- Stay safe
- Develop self-esteem and confidence
- Make a positive contribution
- Respect one another
- Make and maintain positive relationships

Our PSHE and Citizenship curriculum enables us to fulfil our statutory duties to:

- provide a broad and balanced curriculum
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school, and of society

- promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance described by the DfE as fundamental British Values
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- promote pupil wellbeing and community cohesion
- safeguard pupils
- meet the Public Sector Equality Duty to eliminate discrimination, advance equality of the DfE guidance September 2013 on PSHE Education states that “it is an important and necessary part of all pupils’ education. All schools should teach PSHE Education, drawing on good practice”. It is expected that all schools make provision for PSHE Education.”

7. An inclusive Approach through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

8. Aims of PSHE and Citizenship

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and

- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

Early Year and Foundation Stage (EYFS)

PSHE and Citizenship in Key Stage 1 builds on children's prior experiences in the EYFS where teaching and learning are cross-curricular taking a holistic view of the child's needs.

PSHE and Citizenship links most directly to these 3 areas of learning and development within the Foundation Stage:

Personal, Social and Emotional Development: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Physical development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Understanding the world involves guiding children to make sense of their physical world and their community.

9. Content of the PSHE and Citizenship curriculum

Statutory content:

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS1 & 2: age 5-11 years)

- Mental Wellbeing

- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Non-Statutory Content:

- Living in the Wider World (KS1&2: age 5-11 years)
- Economic Wellbeing
- Being a Responsible Citizen
- Careers

Sex Education and the right to withdraw children

In this school we teach some sex education that is in addition to the science national curriculum and sex education is defined as teaching about sexual intercourse in the context of learning about how a baby is made and a basic understanding of pregnancy and how the baby develops. This is taught in Year 6, usually by the class teacher.

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However we understand that some parents may want to educate their children about these particular aspects of sex education and parents have the right to request that their child is withdrawn.

Please view our Relationships Education Policy on the website for more information about this.

Our scheme of work is based on the Camden Scheme of work which we have adapt to reflect the needs of children at the school. See Appendix 2

10. Involving pupils

In order to ensure that the teaching programme reflects the views of pupils we:

- involve pupils in evaluating the programme
- assess pupils' prior knowledge before starting some topics to ensure it is relevant to their needs e.g. drug education
- take account of any health-related data available in school or locally as relevant eg the Camden Health Related Behaviour Questionnaire

11. Where it is taught

PSHE and Citizenship is taught through a range of planned opportunities across the curriculum, including a weekly PSHE lesson.

We also organise themed weeks which are mapped across the curriculum which complement and enrich, but do not replace, our planned PSHE teaching programme.

This is supported and enhanced through opportunities throughout the school that are a valuable contribution which support children's personal and social development eg Mental Health Awareness Week, Healthy Eating Week, Black History Month, Anti-Bullying Week.

We also promote our aims for PSHE and Citizenship through displays in class throughout the school eg showing positive messages about equality and diversity and showing what children are learning in PSHE and Citizenship.

PSHE and citizenship is also covered by other subjects

- **Science and PE**-healthy lifestyles
- **Drama and literacy**- using stories to consider issues related to relationships and health, as well as discussions about topical issues
- **RE** includes many aspects related to relationships, families and different faiths and beliefs
- **Maths**-financial capability
- **Geography**-citizenship work about different communities and looking after the environment
- **ICT**-online safety and using databases to collate information about different opinions
- **Cooking and nutrition** – diet for a healthy lifestyle

12. How it is taught

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work.

All class teachers teach PSHE and Citizenship and where relevant, outside visitors support and enhance the curriculum, such as parents/carers, school nurses, police, fire service, health professionals and theatre in education.

All visitors are expected to work within the framework of this PSHE and Citizenship policy and the Camden Protocol for involving outside visitors. See Appendix 1. We make the PSHE and Citizenship policy available to visitors and ask them to consider the following questions in preparation:

- What will they offer that the teachers cannot?
- How can the visitor's sessions be integrated into the PSHE and Citizenship programme, rather than a one off?
- What role will teachers play in the classroom?
- How will the sessions be evaluated?

Teaching methods

Teachers have the same high expectations of pupils learning in PSHE and citizenship as they would in any other subject and in addition we ensure that:

- When starting a new topic we find out children's prior knowledge to help plan the teaching.
- Pupils have opportunities to express their views and listen to others and respect different beliefs and views, to research and evaluate information and make informed decisions.
- Through PSHE teachers promote the values of the school and will challenge opinions or behaviours that are prejudicial or discriminatory or are contrary to fundamental British values.
- We set ground rules, particularly when teaching sensitive topics such as RSE, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information.
- We use a wide range of active teaching methods so that pupils are fully engaged in learning, which include providing challenging tasks appropriate to pupils' needs, questioning, and opportunities to reflect on their learning, setting independent learning tasks, encouraging collaborative working and facilitating discussions. We use activities such as debating, drama, role-play, quizzes, web-based activities and stories.
- We use a variety of high quality imaginative resources in our programme. Staff view resources before they are used to ensure that their content is appropriate, relevant and up-to-date, they reflect the diversity of the school and local community, promote positive images and avoid stereotypes eg disabled, non-stereotypical gender roles, different families including same sex parents, ethnic, religious and cultural background.
- We set ground rules, particularly when teaching sensitive topics, to ensure that pupils discuss topics with respect and listen to the views of others, as well as ensuring that pupils and staff do not disclose personal information.

- Through appropriate planning, involvement of support staff, resourcing and grouping and we meet the needs of all pupils, including those with special educational needs.
- In Key Stage 2 classes we have an anonymous question box for pupils to raise questions that they may not feel comfortable about raising in class.
- We will always seek to answer children's questions, taking account of their age and maturity and the appropriateness of the question.

13. Safeguarding and Child Protection

Teachers cannot promise pupils complete confidentiality. Teachers are clear to pupils what can and can't be kept confidential. If a pupil was to talk to staff about a personal situation, and staff were concerned that they were at risk they will follow the school's safeguarding and child protection procedures.

14. Assessing pupils' progress

We recognise the importance of effective assessment of learning in PSHE and citizenship and use it to inform planning and consolidate or accelerate learning where appropriate. Assessment can also be used to identify vulnerable pupils who may benefit from additional support such as building self-esteem or one to one support. In PSHE and Citizenship we assess

- what knowledge and understanding pupils have gained and its relevance to their lives
- what skills pupils have developed and are able to put into practice
- how pupils' feelings and attitudes have been influenced and changed

Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is **ipsative** assessment. Ipsative assessment compares the pupil's results against his or her previous results against their previous performance. The benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education:

A model for assessment in a series of lessons



1 Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2 Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3 Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

We also identify wider needs through surveys eg

- Anti-Bullying Surveys
- Pupil focus groups with the Headteacher
- Health Related Behaviour Questionnaire (HRBQ)

15. Monitoring and evaluation

Monitoring

We monitor PSHE and citizenship through subject reviews, self-evaluation and improvement planning to provide an accurate perspective on how PSHE and citizenship is being delivered and can be further improved.

The PSHE Lead or senior manager with responsibility for monitoring, is responsible for the overall monitoring of the quality of PSHE and Citizenship which includes:

- Looking at a sample of pupils' work
- Teachers making regular comments on the scheme of work/lesson plans
- Feedback from PSHE and Citizenship Lead, class teachers and pupils about what has been covered
- Discussions at staff meetings
- Learning walks

Our School Improvement Plan includes PSHE and Citizenship and this is monitored.

Evaluation

We plan opportunities to regularly evaluate PSHE and citizenship.

Pupils participate in a range of activities including:

- Questions and participatory activities at the end of lessons or units of work eg to find out pupils' views about particular activities/resources/lessons
- Feedback forms/discussions about particular aspects of the teaching eg outside visitors, Theatre in Education, peer education

Teachers

- Complete evaluation forms at the end of units or as part of an end of year review
- Complete feedback forms about particular aspects of the teaching e.g. outside visitors, Theatre in Education, peer education
- Have discussions in staff meetings

Governors

We have a governor who is responsible for the oversight of PSHE and ensures that effective monitoring and evaluation of the subject is undertaken and helps identify areas for development.

16. Opportunities to promote PSHE and Citizenship throughout the school

In addition to the taught programme, there are a number of activities that promote our aims and outcomes for PSHE and citizenship throughout the whole school. We develop pupils' -

1. *Confidence, responsibility and making the most of their abilities* through positive rewards systems, target setting and class responsibilities

2. *Role as active citizens* through school council, playground friends, community projects, buddy systems, peer mentoring, developing class rules/charters, charity work and consultation on school improvement plan and policies, mock elections, debates, pupil questionnaires
3. *Healthy and safer lifestyles* through the promotion of Walk to School Week, Mini Health Champions, Race2Health, the Daily Mile, lunch time clubs, playground games, annual health week and monitoring school meals and packed lunches, Peer mentors, After school clubs, Termly bike checks
4. *Good relationships and respect for differences* between people by celebrating different families, cultures and communities including an annual International Food Evening

17. Training and support for staff

Our aim is that teachers are confident to teach all aspects of PSHE, including SRE and other sensitive issues, and we ensure staff access high quality professional development annually on PSHE and Citizenship to keep them updated on relevant issues and to ensure they are confident to teach the full breadth of the curriculum. We participate in training and projects run by Camden and other organisations. New members of staff receive induction training on the teaching of PSHE and Citizenship. Our PSHE Lead attends Camden wide PSHE training and networks.

18. Working with parents/carers

Our school sees the personal and social development of pupils as something that is achieved in partnership with parents and carers. We value and extend opportunities for parents and carers to be involved in PSHE and Citizenship through consultation and where appropriate specific input to the curriculum.

We also offer resources and information for parents and carers to support their children in aspects of PSHE and citizenship eg online safety, drug education, healthy eating and organise meeting for parents on RSE and workshops on online safety.

19. Disseminating the policy

The policy is available on the website. It is in the staff handbook, the Governors' handbook and Policy reference file/online.

Any outside contributors involved in PSHE and Citizenship are sent a copy or directed to the website, prior to teaching.

DRAFT

20. Appendix 1

Camden Protocol for Working With External Organisations Checklist For Schools

Before engaging the services of an organisation/visitor please ensure that you:

1. have considered the importance of involving a visitor/organisation that **complements and enhances** the schools planned programme or scheme of work
2. are confident that the visitor/organisation has **expertise** in the subject they are delivering and the **experience** and **skills** in delivering sessions to children and young people (and **qualifications** where appropriate)
3. have discussed with the visitor how the session fits in with the schools programme/ scheme of work

BEFORE VISIT	✓ when achieved
DBS status of visitor is at the appropriate level and complies with school policy	<input type="checkbox"/>
Aims of the session agreed with the visitor/organisation	<input type="checkbox"/>
Professional boundaries (such as responsibility for class discipline) discussed and agreed with visitor/organisation	<input type="checkbox"/>
Fees (if applicable) discussed and agreed with visitor/organisation	<input type="checkbox"/>
Visitor/organisation made aware of:-	
Number, age and gender ratio of pupils	<input type="checkbox"/>
Background, ethnicity and culture of pupils	<input type="checkbox"/>
Special Education Needs (if applicable)	<input type="checkbox"/>
Copies of relevant school policies made available to visitor/organisation e.g. Sex and Relationship Education, Drug, Alcohol and Tobacco, Anti-Bullying, Confidentiality	<input type="checkbox"/>
Method of evaluation discussed and agreed	<input type="checkbox"/>
Relevant people know of presence and remit of visitor e.g. school office, Head Teacher, School Health Adviser/Nurse	<input type="checkbox"/>
Pupils informed in advance of the planned activity (if aimed at a specific group reason for their inclusion explained)	<input type="checkbox"/>
Visitor provided with named contact	<input type="checkbox"/>
Meet and greet arrangements organised	<input type="checkbox"/>
Equipment/resource requirements, room layout organised (if applicable)	<input type="checkbox"/>
Relevant staff member (i.e. class teacher) is present during session and responsible for class discipline	<input type="checkbox"/>
Activity meets Health and Safety guidelines	<input type="checkbox"/>

Teachers supporting session clear about purpose and content of session	<input type="checkbox"/>
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AFTER VISIT

Visitor/organisation thanked for their contribution	<input type="checkbox"/>
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Agreed expenses/fees paid (if applicable)	<input type="checkbox"/>
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Pupils given time to reflect on what they have learned	<input type="checkbox"/>
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Agreed evaluation method of the session undertaken	<input type="checkbox"/>
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Pupils share their learning with others (if relevant)	<input type="checkbox"/>
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21. Appendix 2 – Scheme of Work

YEAR 1 AUTUMN					
HEALTH EDUCATION					
1	2 HEALTH & PREVENTION	HEALTH & PREVENTION	4 HEALTHY EATING	5 HEALTHY EATING	6 HEALTH & PREVENTION
To set a goal	To understand how to keep teeth healthy	To understand how teeth change as we grow up	To understand the importance of food	To discuss a variety of food	To understand some basic hygiene principles

HEALTH EDUCATION		RELATIONSHIPS EDUCATION	HEALTH EDUCATION		
7 HEALTH & PREVENTION	8	9 RESPECTFUL RELATIONSHIPS	10 MENTAL WELLBEING	11 MENTAL WELLBEING	12 MENTAL WELLBEING
VACCINATION LESSON Pupils learn about how germs are spread, how we can prevent them spreading and people who help us stay healthy and well *	To understand why voting is important.	To be able to identify different behaviours which might be bullying	To identify a range of emotions	To understand and recognise positive and difficult emotions.	To increase understanding and recognition of a variety of feelings and have some strategies to help others feel more positively

*Can be delivered any time during the Key Stage

YEAR 1 SPRING					
RELATIONSHIPS EDUCATION					
1 RESPECTFUL RELATIONSHIPS	2 RESPECTFUL RELATIONSHIPS	3 RESPECTFUL RELATIONSHIPS	4 ONLINE RELATIONSHIPS	5 ONLINE RELATIONSHIPS	6 BEING SAFE
To sort wants and needs	To explore boy and girl needs and wants	To celebrate being me Difference and similarities	To teach children about personal information	To understand personal information	To identify places and people who make me feel safe

		HEALTH EDUCATION			
7 BEING SAFE	8 BEING SAFE	9 MENTAL WELLBEING	10 DRUGS, ALCOHOL & TOBACCO	11 DRUGS, ALCOHOL & TOBACCO	12 BASIC FIRST AID
To explain what a safe and inviting classroom looks like.	To identify how to keep safe at home	To learn about the importance of sleep as part of a healthy lifestyle and the impact device use can have on sleep	To recognise that different things that go into bodies can make people feel good or not so good To be able to identify whether a substance might be harmful to take in To know how to ask for help if they are unsure whether something should go into the body	To know that substances can be absorbed through the skin To be able to recognise that different things that people put on to bodies can make them feel good or not so good To be able to state some basic safety rules for things that go on to the body	To know how to make an emergency call

YEAR 1 SUMMER

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KEY STAGE 1 ASSEMBLY Sunsafe	
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RELATIONSHIPS EDUCATION

1. CARING FRIENDSHIPS	2 CARING FRIENDSHIPS	3 RESPECTFUL RELATIONSHIPS	4 RESPECTFUL RELATIONSHIPS	5 CARING FRIENDSHIPS	6 CARING FRIENDSHIPS
To identify the qualities of a good friend	To explain the importance of compliments	To recognise positive qualities in themselves.	To recognise achievements	To identify the qualities of a good friend.	To identify what to say to a new friend.

	SCIENCE		RELATIONSHIPS EDUCATION		
7 BEING SAFE	9 GROWTH & DEVELOPMENT	10 GROWTH & DEVELOPMENT	12 RESPECTFUL RELATIONSHIPS	11 FAMILIES & PEOPLE WHO CARE FOR ME	13 CARING FRIENDSHIPS
To understand 'bad' secrets	To know they are growing and changing	To know that everyone grows and changes and babies become children and then adults	To understand that there are lots of different toys and that can be enjoyed by everyone, whether they are a boy or girl	To know there are different types of family and that all families have a special role in children's lives	To recap what a good friend is.

YEAR 2 AUTUMN

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HEALTH EDUCATION

1	2 HEALTHY EATING	3 HEALTHY EATING	4 HEALTHY EATING	5 DRUGS, ALCOHOL & TOBACCO	6 DRUGS, ALCOHOL & TOBACCO
To set a goal	To identify healthy snack options.	To be able to recognise and name the 5 groups from the Eatwell plate	To understand the benefits of eating at least 5 portions of fruit and vegetables.	To learn why medicines are taken	To learn where medicines come from

RELATIONSHIPS EDUCATION

HEALTH EDUCATION		RELATIONSHIPS EDUCATION			
7 DRUGS, ALCOHOL & TOBACCO	8	9 CARING FRIENDSHIPS	10 CARING FRIENDSHIPS	11 CARING FRIENDSHIPS	12 CARING FRIENDSHIPS
To learn how to stay safe around medicines	To understand how the UK parliament is formed.	To identify what bullying is and how it makes people feel.	To understand conflict	To explain what to do when conflict escalates.	To explain how to resolve conflict

YEAR 2 SPRING					
RELATIONSHIPS EDUCATION					
1 RESPECTFUL RELATIONSHIPS	2 RESPECTFUL RELATIONSHIPS	3 RESPECTFUL RELATIONSHIPS	4 ONLINE RELATIONSHIPS	5 ONLINE RELATIONSHIPS	6 MENTAL WELLBEING
To explore needs and wants	To understand life in different countries	To explore how life is different around the world	To understand what personal information is	To understand who to trust online	To recognise and describe different feelings in themselves and others

HEALTH EDUCATION				RELATIONSHIPS EDUCATION	
7 MENTAL WELLBEING	8 MENTAL WELLBEING	9 BEING SAFE	10 BEING SAFE	11 RESPECTFUL RELATIONSHIPS	12 RESPECTFUL RELATIONSHIPS
Learn that feelings change and that not everyone experiences the same feeling in the same situation	Learn about 'big' feelings and how to manage them	To be able to identify and make safe risks and hazards in and around the home. To be able to make an emergency call to 999	To be able to identify risks and hazards at school and know how to keep themselves safe.	To explore gender stereotypes in careers	To explore gender stereotypes in careers

YEAR 2 SUMMER					
KEY STAGE 1 ASSEMBLY Sunsafe					
RELATIONSHIPS EDUCATION				SCIENCE	
10 RESPECTFUL RELATIONSHIPS	2 RESPECTFUL RELATIONSHIPS/ BEING SAFE	3 RESPECTFUL RELATIONSHIPS/ BEING SAFE	4 RESPECTFUL RELATIONSHIPS	5 GROWTH & DEVELOPMENT	6 GROWTH & DEVELOPMENT
To identify the qualities of a good friend	To understand and learn the PANTS rules	To understand that they have the right to say "no" to unwanted touch	To introduce the concept of male and female and gender stereotypes To identify differences between males and females	To explore some of the differences between males and females Understand that a male and female are needed to make a new life	To name the body parts To know the correct names for body parts, including reproductive/sex parts

SCIENCE	RELATIONSHIPS EDUCATION				
7 GROWTH & DEVELOPMENT	8 FAMILIES AND PEOPLE WHO CARE FOR ME	9 EDUCATION/ FAMILIES AND PEOPLE WHO CARE FOR ME	10 RESPECTFUL RELATIONSHIPS	11 RESPECTFUL RELATIONSHIPS	12 RESPECTFUL RELATIONSHIPS
To know about growing young to old To know that all living things, including humans start life as babies To identify ways they are growing and changing	To know that everyone needs to be cared for To know how they can care for others	To know about different types of families To know their home life is special	To understand pride	To recognise how it feels to be proud of someone else.	To explain why you are proud of someone else

YEAR 3 AUTUMN					
	HEALTH EDUCATION				
1	2 HEALTHY EATING	3 HEALTHY EATING	4 MENTAL WELLBEING	5 MENTAL WELLBEING	6 MENTAL WELLBEING
To set a goal	To understand what food groups make up meals.	To explain how food choices can contribute to tooth	To learn about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good	Learn about ways of expressing feelings and emotions and why this is important	Learn about managing feelings and emotions in different situations Learn about getting help, advice and support with feelings and emotions

HEALTH EDUCATION			RELATIONSHIPS EDUCATION		
7. BEING SAFE	8. BEING SAFE	9. BEING SAFE	10. RESPECTFUL RELATIONSHIPS	11. CARING RELATIONSHIPS	12. CARING RELATIONSHIPS
To explain how to keep safe when walking on roads	To explain how to keep safe when walking on roads	To learn how to be safe on dark roads	ANTIBULLYING WEEK To developing an awareness and definition of bullying and unkindness.	To explore ways of resolving conflict.	To explore ways of resolving conflict.

YEAR 3 SPRING					
				RELATIONSHIPS EDUCATION	
1	2	3	4	5 ONLINE RELATIONSHIPS	6 ONLINE RELATIONSHIPS
To understand the rights of a child	To understand the link between being paid to do a job and having money to spend	To make consumer choices and explain their decisions	To explain why democracy is important	To understand how to stay safe online	To understand how to stay online

HEALTH EDUCATION				RELATIONSHIPS EDUCATION	
7. DRUGS, ALCOHOL & TOBACCO	8. DRUGS, ALCOHOL & TOBACCO	9. BASIC FIRST AID	10. HEALTH AND PREVENTION	11. RESPECTFUL RELATIONSHIPS	
To learn the definition of a drug and that drugs (including medicines) can be harmful to people	Learn about the effects and risks of smoking tobacco and secondhand smoke	Know what to do and how to call for help if you are faced with an emergency situation	VACCINATION LESSON Pupils learn the definition of a vaccination, how the immune system functions and how they work to keep us healthy*	Pupils learn about what identity is and explore what makes everyone unique and special	

This lesson can be taught in either Year 3 or 4

YEAR 3 SUMMER					
There is a SUNSAFE ASSEMBLY that will be delivered at some point early in the Summer term					
RELATIONSHIPS EDUCATION					
1 CARING RELATIONSHIPS	2 RESPECTFUL RELATIONSHIPS	3 GROWTH & DEVELOPMENT	4 RESPECTFUL RELATIONSHIPS	5 RESPECTFUL RELATIONSHIPS/B EING SAFE	6 MENTAL WELLBEING
To identify the qualities of a good friend	To know about stereotyping of males and females To understand the link between gender stereotyping and discrimination	To know the biological differences between males and females	To explore family differences and challenge stereotyping To understand that people sometimes have stereotypes about families	To know you can say no to bad touch	To identify positive thoughts

HEALTH EDUCATION	RELATIONSHIPS EDUCATION				
7 MENTAL WELLBEING	8 CARING RELATIONSHIPS	9 CARING RELATIONSHIPS	10 CARING RELATIONSHIPS	11 CARING RELATIONSHIPS	
To explore the concept of self-talk.	To explore healthy relationships.	To explore healthy relationships.	To explore healthy relationships.	To recap what a good friend is	

YEAR 4 AUTUMN					
HEALTH EDUCATION					
1	2 HEALTHY EATING	3 HEALTHY EATING	4 HEALTH & PREVENTION /DRUGS, ALCOHOL & TOBACCO	5 DRUGS, ALCOHOL & TOBACCO	6 DRUGS, ALCOHOL & TOBACCO
To set a goal	To understand that food gives us energy	To understand the importance of nutrients	Asthma Lesson: Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use	To learn that there are drugs (other than medicines) which are common in everyday life, and why people choose to use them	To learn about the effects and risks of drinking alcohol

HEALTH EDUCATION		RELATIONSHIPS EDUCATION	HEALTH EDUCATION	
7 DRUGS, ALCOHOL & TOBACCO	8	9 RESPECTFUL RELATIONSHIPS	10 HEALTH & PREVENTION	11 HEALTH & PREVENTION
To learn about different patterns of behaviour that are related to drug use	To explain the importance of asking questions.	To developing an awareness of the role of victims, bullies, and bystanders.	Understand that infection can be spread through unclean hands and that handwashing can prevent the spread of infection	Learn that infection can spread through sneezing and coughing Understand that covering the mouth when sneezing can prevent the spread of infection

YEAR 4 SPRING					
		HEALTH EDUCATION			
1	2	3 BASIC FIRST AID	4 BASIC FIRST AID	5 BASIC FIRST AID	6 BEING SAFE
To understand what we spend money on	To understand ways to save and the benefits of saving	Learn about and practise kindness and coping skills and why they are important in first aid	Learn about kindness and helping others Learn how to care for yourself and others Feel able to help someone who needs first aid (asthma attack)	Learn about kindness and helping others Learn about coping skills Learn how to care for yourself and others Feel able to help someone who needs first aid (broken bone)	To explain how to keep safe around water
HEALTH EDUCATION					
7 BEING SAFE	8 ONLINE RELATIONSHIPS	9 ONLINE RELATIONSHIPS	10 RESPECTFUL RELATIONSHIPS/MENTAL WELLBEING	11 RESPECTFUL RELATIONSHIPS	12 RESPECTFUL RELATIONSHIPS
To explain how to keep safe around water	To understand that not everything online is trustworthy	To make decisions on what they trust online using agreed criteria	To understand how images are manipulated online.	To understand how stereotypes can label people	To understand how stereotypes can label people

YEAR 4 SUMMER					
There is a SUNSAFE ASSEMBLY that will be delivered at some point early in the Summer term					
RELATIONS HIPS EDUCATION	SCIENCE	HEALTH EDUCATION		RELATIONSHIPS EDUCATION	
1 RESPECTFUL RELATIONSHIPS	2 GROWTH & DEVELOPMENT	3 CHANGING ADOLESCENT BODY	4 CHANGING ADOLESCENT BODY	5 RESPECTFUL RELATIONSHIPS	6 RESPECTFUL RELATIONSHIPS
To identify the qualities of a good friend	To understand the main stages of the human lifecycle To understand the changes that humans go through at the different stages	To know some of the basic facts about puberty To know each person experiences puberty differently	To understand the importance of personal hygiene at puberty To know about different items that help keep us clean	To recognise positive things about themselves To challenge gender stereotyping	To understand aspects of discrimination

RELATIONSHIPS EDUCATION					
7 RESPECTFUL RELATIONSHIPS	8 RESPECTFUL RELATIONSHIPS	9 RESPECTFUL RELATIONSHIPS	10 RESPECTFUL RELATIONSHIPS	11. ONLINE RELATIONSHIPS	12 ONLINE RELATIONSHIPS
Pupils learn about prejudice and how discrimination can affect people	To understand rights in a friendship.	To understand responsibilities in a friendship	To understand rights and responsibilities in a friendship	To identify and resist pressurising and manipulative behaviour	To understand how a child's online actions can affect others

YEAR 5 AUTUMN					
	HEALTH EDUCATION				
1	2 HEALTHY EATING	3 HEALTHY EATING	4 HEALTHY EATING	5 HEALTHY EATING	6 HEALTHY EATING
To set a goal	To review a day's menu and provide feedback on how it can be improved	To explain the function of nutrients and fibre	To explain the reasons it is important to keep hydrated.	To explain that different types and portions of foods and drinks provide different amounts of energy.	To identify and interpret information on food labels.

HEALTH EDUCATION	RELATIONSHIPS EDUCATION			HEALTH EDUCATION	
7 MENTAL WELLBEING	8 RESPECTFUL RELATIONSHIPS	9 RESPECTFUL RELATIONSHIPS	10 RESPECTFUL RELATIONSHIPS	11 BASIC FIRST AID	12 BASIC FIRST AID
Learn how to talk about mental health & wellbeing Know who can help us and how to ask for help Know the difference between a big and a small feeling Learn how to be a good listener	To explore the concept of fairness and how people decide what is fair and unfair.	Anti-bullying Week	To explore how and why people are excluded	Understand what first aid is Learn first aid skills Feel able to help someone who needs first aid How to help someone with a burn	Understand what first aid is Learn first aid skills Feel able to help someone who needs first aid Know how to make an emergency call A How to help someone with head injury OR B How to help someone who is bleeding a lot

YEAR 5 SPRING					
		RELATIONSHIPS EDUCATION		HEALTH EDUCATION	
1	2	3 FAMILIES AND PEOPLE WHO CARE FOR ME	4 FAMILIES AND PEOPLE WHO CARE FOR ME	5 HEALTH & PREVENTION	6 HEALTH & PREVENTION
To understand deductions from payslips	To understand budgeting	To understand reasons for migration.	To explore migration.	VACCINATION LESSON Pupils learn about different sources of health information and how we can make informed decisions *	To understand that most common infections get better on their own through time, bed rest, liquid intake and healthy living. To understand that if antibiotics are taken, it is important to finish the course.

RELATIONSHIPS EDUCATION				RELATIONSHIPS EDUCATION	
7 ONLINE RELATIONSHIPS/ BEING SAFE	8 BEING SAFE	9	10.	11. RESPECTFUL RELATIONSHIPS	12. RESPECTFUL RELATIONSHIPS
To understand content which may be appropriate or inappropriate to share online	To identify appropriate people to turn to for help	To understand how to keep safe when cycling.	To understand how to keep safe when cycling.	To understand gender stereotypes.	To understand gender stereotypes.

- This lesson can be taught in either Year 5 or 6

YEAR 5 SUMMER

There is a SUNSAFE ASSEMBLY that will be delivered at some point early in the Summer term

RELATIONSHIPS EDUCATION	SCIENCE	HEALTH EDUCATION			
1 CARING RELATIONSHIPS	2 GROWTH & DEVELOPMENT	3 CHANGING ADOLESCENT BODY	4 CHANGING ADOLESCENT BODY	5 CHANGING ADOLESCENT BODY	6 CHANGING ADOLESCENT BODY
To identify the qualities of a good friend	To think and talk about how they have grown and changed since they were babies	To know about the physical changes that happen at puberty	To understand what menstruation and wet dreams are To know how to manage menstruation and wet dreams	To know the importance of hygiene during puberty	To know how and why emotions and relationships change during puberty To know where to get help and support to manage changes during puberty

RELATIONSHIPS EDUCATION		RELATIONSHIPS/HEALTH EDUCATION		RELATIONSHIPS EDUCATION
7 RESPECTFUL RELATIONSHIPS	9 MENTAL WELLBEING/ CARING RELATIONSHIPS	10 MENTAL WELLBEING/ CARING RELATIONSHIPS	11 MENTAL WELLBEING/ CARING RELATIONSHIPS	12 CARING RELATIONSHIPS
To know how to deal with feelings in relationships	To develop a sense of belonging.	To develop a sense of belonging.	To develop a sense of belonging.	To recap the qualities of a good friend

YEAR 6 AUTUMN

	HEALTH EDUCATION				
1	2 PHYSICAL HEALTH AND FITNESS/HEALTHY EATING	3 PHYSICAL HEALTH AND FITNESS	4 DRUGS, ALCOHOL & TOBACCO	5 DRUGS, ALCOHOL & TOBACCO	6 DRUGS, ALCOHOL & TOBACCO
To set a goal	To recap how to keep ourselves healthy	To explain some of the health benefits of being active.	To learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs	To learn about assessing the level of risk in different situations involving drug use	To learn about ways to manage risk in situations involving drug use

HEALTH EDUCATION		RELATIONSHIPS EDUCATION			HEALTH EDUCATION
7 MENTAL WELLBEING	8	9 RESPECTFUL RELATIONSHIPS	10 RESPECTFUL RELATIONSHIPS	11 RESPECTFUL RELATIONSHIPS	12 INTERNET SAFETY & HARMS
<p>To learn how to talk about mental health and wellbeing</p> <p>To know who can help us and how to ask for help</p> <p>To know the difference between a big and a small feeling</p> <p>To learn how to be a good listener</p>	<p>To understand how a parliamentary debate takes place in the House of Commons.</p>	<p>ANTI-BULLYING WEEK</p>	<p>To learn what is meant by privilege</p>	<p>To understand what trust means when online</p>	<p>To know what to do if they have any concerns about something they experience online</p>

RELATIONSHIPS EDUCATION
13 RESPECTFUL RELATIONSHIPS
<p>13B To understand the concept of appearance ideals</p> <p>ALTERNATIVE LESSON</p> <p>13B My Hair My Crown</p> <p>To learn to identify and critically evaluate current hair beauty stereotypes. Consider the effects of media and social media on their hair attitudes and beliefs. Consider the relationship between hair appearance pressures & bullying</p>

YEAR 6 SPRING					
		RELATIONSHIPS EDUCATION		HEALTH EDUCATION	
1	2	3 RESPECTFUL RELATIONSHIPS	4 RESPECTFUL RELATIONSHIPS	5 MENTAL WELLBEING	6 MENTAL WELLBEING
To know there are a range of salaries for different jobs.	To understand 'value for money'.	To understand stereotypes associated with homelessness	To understand hidden homelessness	To learn about mental health; what it means and how we can take care of it	To learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times

RELATIONSHIPS/HEALTH EDUCATION		RELATIONSHIPS EDUCATION			
7 ONLINE RELATIONSHIPS/ INTERNET SAFETY & HARMS	7 ONLINE RELATIONSHIPS/ INTERNET SAFETY & HARMS	9 BEING SAFE	10 BEING SAFE	11 RESPECTFUL RELATIONSHIPS	12 RESPECTFUL RELATIONSHIPS
Identify different tactics someone might use to manipulate another person online	Explain what to do if someone tries to pressure or manipulate them	To begin to identify risks and risky behaviour	To begin to identify risks and risky behaviour	To challenge gender stereotypes	To challenge gender stereotypes

YEAR 6 SUMMER					
There is a SUNSMART ASSEMBLY that will be delivered at some point early in the Summer term					
RELATIONSHIPS EDUCATION	HEALTH EDUCATION	RELATIONSHIPS EDUCATION	SEX EDUCATION		RELATIONSHIPS EDUCATION
1 RESPECTFUL RELATIONSHIPS	2 CHANGING ADOLESCENT BODY	3 RESPECTFUL RELATIONSHIPS	4 SEX EDUCATION	5 SEX EDUCATION	6 RESPECTFUL RELATIONSHIPS/B EING SAFE
To identify the qualities of a good friend	To remind pupils about the physical, emotional and social changes that take place during puberty To dispel any myths about puberty	To know what constitutes a positive healthy relationship To know that relationships change over time	To know the difference between an adult intimate/loving relationship and other types of relationships To know how a baby is made (sexual intercourse)	To know how a baby is made and grows (conception and pregnancy) To know what conception and pregnancy are	To understand the difference between a healthy and unhealthy relationship

RELATIONSHIPS EDUCATION	HEALTH EDUCATION				
7 RESPECTFUL RELATIONSHIPS/ ONLINE RELATIONSHIPS	8 MENTAL WELLBEING	9 MENTAL WELLBEING	10 MENTAL WELLBEING/ INTERNET SAFETY & HARMS	11 MENTAL WELLBEING/ PHYSICAL HEALTH AND FITNESS	
To explore ways to communicate in a relationship and know when it is appropriate to share personal information To know some of the risks of meeting people online	Be able to: identify the differences between primary and secondary school describe how it might feel to move to secondary school explain different ways of managing change.	To understand how to develop positive self-talk	To learn how to manage screen time and maintain a healthy balance	To learn the importance of good sleep	