



# Relationships Education Policy

Date	May 2024
To be revised	April 2025
Signed on behalf of GB by COG	

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## 1. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils and involves learning about positive relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Statutory aspects of sex education are covered in the science curriculum.

## 2. Aims

Callands Community Primary School teach Relationships Education following guidance from the DfE and the PHSE Association. This ensures that age appropriate learning is mapped into our programmes of study. Key Elements are provided in Appendix 1 and 2 for information.

Biological aspects of sex education are taught within the Science Curriculum and they are again designed to be age appropriate. Our aims for RSE are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene (as per science curriculum)
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 3. Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We follow the National Curriculum including requirements to teach science which includes the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

RSE is taught in compliance with the relevant requirements of the Equality Act 2010 and schools advice. RSE is taught in compliance with the SEND Code of Conduct (see section 10: Pupils with SEND) At Callands Community Primary School we teach RSE as set out in this policy.

## 4. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **5. Curriculum**

Our curriculum is set out as per Appendix 1. The curriculum may need to be adapted in response to changes in cohorts and to reflect changes in the wider world. Any changes made will be available on the website.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will be delivered as a component of the Science Curriculum only and will focus on: Science KS1: notice that animals, including humans, have offspring which grow into adults

Science KS2: describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, and describe the changes as humans develop to old age

For more information about our curriculum, see our curriculum map in Appendix 1.

## **6. Delivery of Relationship Education**

Our Curriculum Map shown in Appendix 1 breaks down the course of study into the following sections  
Appendix 2 provides further detail of the content for each section.

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

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, LGBT+ parents, families headed by grandparents, older siblings, 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**

### **7.1 The governing board is responsible for:**

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

### **7.2 The headteacher is responsible for:**

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

### **7.3 The SENCO is responsible for:**

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### **7.4 The relationships, sex and health education subject leader is responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

### **7.5 Staff are responsible for:**

Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

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

**Headteacher: Mrs S Bentley**  
**PSHE Subject Lead: Mrs J Brinksworth**  
**Curriculum Lead: Mrs A Chambers**  
**Designated Safeguarding Lead: Mrs S Bentley**

## **7.6 Pupils**

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

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, 12 as set out in the SEND code of practice, when teaching these subjects to those with SEND.

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

Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

## **8 Parents' right to withdraw**

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 RSE. Callands Community Primary School currently does not teach any non- statutory or non- science components of sex education.

## **9 Training**

Staff are trained on the delivery of Relationships Education and the Biological Aspects of Science as part of their induction and it is included in our continuous professional development calendar.

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

## **10 Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through: Monitoring arrangements, such as planning scrutinies, learning walks, and lesson observations

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

***This policy will be reviewed by Governing Body annually***



## PSHE Association Programme of Study for KS1 and KS2 - myHappymind coverage introduction:

We have documented all the objectives we cover from the PSHE Association program of study below and outlined where they are covered in the myHappymind program. Most are covered in our 5 myHappymind modules, others are covered or enhanced in one of our extra Relationship Education lessons.

### PSHE Association mapping - KS1

Core Theme 1: Health and wellbeing	Covered in the myHappyMind modules	Covered in the Relationship Education Extra Lessons
<u>Healthy Lifestyles (Physical wellbeing)</u> H1. about what keeping healthy means; different ways to keep healthy. H4. About why sleep is important and different ways to rest and relax. H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.	Meet Your Brain	
<u>Mental Health</u> H11. about different feelings that humans can experience. H12. how to recognise and name different feelings. H13. how feelings can affect people's bodies and how they behave. H14. how to recognise what others might be feeling. H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things. H16. about ways of sharing feelings; a range of words to describe feelings. H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.	Meet Your Brain	

Areas highlighted in green are covered by myHappyMind



### Ourselfs Growing and changing

H21. to recognise what makes them special.

H22. to recognise the ways in which we are all unique.

H23. to identify what they are good at, what they like and dislike.

H24. how to manage when finding things difficult.

Celebrate

Meet your Brain

### Keeping Safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm.

H34. basic rules to keep safe online, *including what is meant by personal information* and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.

Year 1 and 2 - Keeping safe

Year 1 and 2 - Keeping safe

Areas highlighted in green are covered by myHappyMind

Core Theme 2- Relationships	Covered in myHappyMind Modules	Covered in Relationship Education Extra lessons
<b><u>Families and Close Relationships</u></b> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.	Relate	
R2. to identify the people who love and care for them and what they do to help them feel cared for.	Appreciate	
R3. about different types of families including those that may be different to their own. R4. to identify common features of family life.		Years 1 and 2 - My and my Family
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.	Relate	
<b><u>Friendships</u></b> R6. about how people make friends and what makes a good friendship. R7. about how to recognise when they or someone else feels lonely and what to do. R8. simple strategies to resolve arguments between friends positively.	Relate	Years 1 and 2 - Fabulous Friendships
R9. how to ask for help if a friendship is making them feel unhappy.		Year 1 and 2 - Exploring Feelings
<b><u>Managing hurtful behaviour and Bullying</u></b> R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.	Meet your Brain	Year 1 and 2 - Exploring Feelings

Areas highlighted in green are covered by myHappyMind

R11. about how people may feel if they experience hurtful behaviour or bullying.	Relate Meet Your Brain	Year 1 and 2 - Exploring Feelings
<b><u>Safe Relationships</u></b> R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.		Year 1 and 2 - Keeping safe
<b><u>Respecting self and others</u></b> R21. about what is kind and unkind behaviour, and how this can affect others.	Relate	
R22. about how to treat themselves and others with respect; how to be polite and courteous	Appreciate Celebrate Relate	
R23. to recognise the ways in which they are the same and different to others.	Celebrate Relate	
R24. how to listen to other people and play and work cooperatively.	Relate	
R25. how to talk about and share their opinions on things that matter to them.	All Modules	

Areas highlighted in green are covered by myHappyMind

Core Theme 3 - Living in the Wider world	Coveved in myHappymind Modules	Covered in Relationship Education Extra lessons
<u><b>Communities</b></u> L6. to recognise the ways they are the same as, and different to, other people.	Celebrate Relate	
<u><b>Economic Wellbeing: Aspirations, work, career</b></u> L14. that everyone has different strengths.	Celebrate	
<u><b>Media literacy and digital resilience</b></u> L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.		Year 5 and 6 – Online Safety

Areas highlighted in green are covered by myHappymind

## PSHE Association mapping - KS2

Core Theme 1: Health and wellbeing	Covered in the myHappymind modules	Covered in the Relationship Education Extra Lessons
<u>Healthy Lifestyles (Physical wellbeing)</u> H1. how to make informed decisions about health. H2. about the elements of a balanced, healthy lifestyle. H3. about choices that support a healthy lifestyle, and recognise what might influence these. H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle.	All Modules	
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.	Meet Your Brain	
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.	Meet Your Brain	
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.	Meet Your Brain	

Areas highlighted in green are covered by myHappymind

### **Mental Health**

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

H17. to recognise that feelings can change over time and range in intensity.

H18. about everyday things that affect feelings and the importance of expressing feelings.

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.

Meet your Brain

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.

Year 6 Transition lessons

Year 3 and 4 - getting along with four families.

### **Ourselves growing and changing**

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

H27. to recognise their individuality and personal qualities.

Celebrate

Areas highlighted in green are covered by myHappyMind

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	Celebrate Engage	
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.	Engage	
H36. strategies to manage transitions between classes and key stages.	Year 6 Transition lesson	
<b>Keeping Safe</b> H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.		Year 5 and 6 - Online safety - images
H38. how to predict, assess and manage risk in different situations.		Year 3 and 4 - Keeping Safe
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; <i>what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</i> .		Year 5 and 6 - Online safety - images

Areas highlighted in green are covered by myHappymind

Core Theme 2- Relationships	Covered in myHappyMind Modules	Covered in Relationship Education Extra lessons
<b>Families and close positive relationships</b> R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).	Relate	Year 5 and 6 - Friendships on and Offline
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.		
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.	Relate	Year 1 and 2 - My Family and me
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.		Year 3 and 4 - Families in the Wider World Year 3 and 4 - Getting Along with Our Families
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.	Relate Appreciate	Year 3 and 4 - Families in the Wider World Year 3 and 4 - Getting Along with Our Families
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	Meet Your Brain	Year 3 and 4 - Getting Along with Our Families

Areas highlighted in green are covered by myHappyMind



<b>Friendships</b> R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.	Relate Appreciate	Year 3 and 4 - Friendship Ups and Downs Year 5 and 6 - Friendships On and Offline
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.	Relate	Year 3 and 4 - Friendship Ups and Downs Year 5 and 6 - Friendships On and Offline
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.		Year 5 and 6 - Friendships On and Offline
R13. the importance of seeking support if feeling lonely or excluded.	Relate	Year 3 and 4 - Friendship Ups and Downs
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.	Relate	Year 3 and 4 - Friendship Ups and Downs Year 5 and 6 - Friendships On and Offline
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.		Year 5 and 6 - Peer Pressure
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	Relate	Year 3 and 4 - Friendship Ups and Downs
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.		Year 3 and 4 - Friendship Ups and Downs Year 5 and 6 - Friendships and secrets Year 5 and 6 - Friendships On and Offline Year 5 and 6 - Peer Pressure

Areas highlighted in green are covered by myHappymind

**Managing hurtful behaviour and bullying**

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.

Year 5 and 6 - Friendships On and Offline

R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

Year 5 and 6 - Friendships On and Offline

Year 5 and 6 - Discrimination and the law

R21. about discrimination: what it means and how to challenge it.

Year 5 and 6 - Discrimination and the law

Year 3 and 4 - Learning to Love Difference

**Safe Relationships**

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).

Year 5 and 6 - Online Safety- Images lesson

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.

Year 5 and 6 - Friendships and secrets

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

Year 5 and 6 - Peer Pressure

Areas highlighted in green are covered by myHappyMind

<u><b>Respecting self and others</b></u> R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online.	Relate	Year 5 and 6 - Friendships On and Offline
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.	Celebrate Relate	Year 3 and 4 - All about me  Year 5 and 6 - Identity and Respect  Year 5 and 6 - Discrimination and the law
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.	Relate	Year 3 and 4 - All about me  Year 3 and 4 - Learning to Love difference  Year 5 and 6 - Identity and Respect  Year 5 and 6 - Discrimination and the law
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.	Relate	Year 5 and 6 - Identity and Respect  Year 5 and 6 - Discrimination and the law
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.	All modules encourage children to share their own views.	

Areas highlighted in green are covered by myHappymind

Core Theme 3- Living in the Wider world	Covered in myHappymind Modules	Covered in Relationship Education Extra lessons
<u><b>Shared Responsibilities</b></u> L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.  L2. to recognise there are human rights, that are there to protect everyone.		Year 5 and 6 - Discrimination and the law
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.	Relate Appreciate	
<u><b>Communities</b></u> L6. about the different groups that make up their community; what living in a community means. L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. L10. about prejudice; how to recognise behaviours/actions which discriminate against others.		Year 3 and 4 - Learning to Love Difference  Year 4 and 5 - Identity and Respect.
<u><b>Economic Wellbeing: Aspirations, work, career</b></u> L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	Engage	

Areas highlighted in green are covered by myHappymind

**Statutory Elements of the PSHE Association Programme of Study not Covered in My Happy Mind**

<b>KS1</b>	<b>Quality Assured resources to support planning from PSHE Association</b>	<b>KS2</b>	<b>Quality Assured resources to support planning from PSHE Association</b>
<b>Families and people who care for me</b>		<b>Families and people who care for me</b>  R2. Learn that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	Year 6 Committed relationships and family life <a href="https://pshe-association.org.uk/resource/committed-relationships-family-life?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=committed-relationships-family-life">https://pshe-association.org.uk/resource/committed-relationships-family-life?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=committed-relationships-family-life</a>
<b>Caring friendships</b>		<b>Caring friendships</b>  R16. Learn how friendships can change over time, about making new friends and the benefits of having different types of friends	Year 5 Our class relationships pack <a href="https://pshe-association.org.uk/resource/our-class?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=Our-class">https://pshe-association.org.uk/resource/our-class?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=Our-class</a>
<b>Respectful relationships</b>  L4. Learn about the different groups they belong to. R12. that hurtful behaviour (offline and online) including teasing, name-calling,	Year 1 Consent lesson pack <a href="https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2">https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2</a>	<b>Respectful relationships</b>  L7. Learn to value the different contributions that people and groups make to the community. L8. about diversity: what it means; the benefits of living in a diverse community;	Year 3 Consent lesson pack <a href="https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2">https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2</a>  Year 4 Inclusion, belonging and addressing extremism <a href="https://pshe-association.org.uk/belonging-and-community?utm_campaign=Programme+Builder+tracking+links&amp;utm_source=inclusion-belonging-ks1-2">https://pshe-association.org.uk/belonging-and-community?utm_campaign=Programme+Builder+tracking+links&amp;utm_source=inclusion-belonging-ks1-2</a>

<p>bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>Year 2 Inclusion, belonging and addressing extremism <a href="https://pshe-association.org.uk/belonging-and-community?utm_campaign=Programme+Builder+tracking+links&amp;utm_source=inclusion-belonging-ks1-2">https://pshe-association.org.uk/belonging-and-community?utm_campaign=Programme+Builder+tracking+links&amp;utm_source=inclusion-belonging-ks1-2</a></p> <p>Year 2 Think you know Jessie and Friends <a href="https://pshe-association.org.uk/resource/nca-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nca-ceop-jessie-and-friends">https://pshe-association.org.uk/resource/nca-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nca-ceop-jessie-and-friends</a></p>	<p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes about valuing diversity within communities</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>Year 4 Compassionate class <a href="https://pshe-association.org.uk/resource/animal-welfare-compassion-empathy?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=animal-welfare-compassion-empathy">https://pshe-association.org.uk/resource/animal-welfare-compassion-empathy?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=animal-welfare-compassion-empathy</a></p> <p>Year 4 CyberSprinters <a href="https://pshe-association.org.uk/resource/cyberchoices?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=cyberchoices">https://pshe-association.org.uk/resource/cyberchoices?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=cyberchoices</a></p>
<p><b>Being Safe</b></p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>Year 1 and 2 Consent lesson pack <a href="https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2">https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2</a></p>	<p><b>Being Safe</b></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may</p>	<p>Year 3 Consent lesson packs <a href="https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2">https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2</a></p> <p>Year 5 Consent lesson packs <a href="https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2">https://pshe-association.org.uk/resource/consent-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=consent-ks1-2</a></p>

<p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p>Year 1 and 2 NSPCC: Talk PANTS  <a href="https://pshe-association.org.uk/resource/nspcc-talk-pants?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nspcc-talk-pants">https://pshe-association.org.uk/resource/nspcc-talk-pants?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nspcc-talk-pants</a></p> <p>Year 2 Think you know Jessie and Friends  <a href="https://pshe-association.org.uk/resource/nca-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nca-ceop-jessie-and-friends">https://pshe-association.org.uk/resource/nca-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nca-ceop-jessie-and-friends</a></p>	<p>encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>Year 5 GHLL – Understanding consent  <a href="https://pshe-association.org.uk/resource/ghll-understanding-consent?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=ghll-understanding-consent">https://pshe-association.org.uk/resource/ghll-understanding-consent?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=ghll-understanding-consent</a></p> <p>Year 5 NSPCC – Talk PANTS</p>
<p><b>Mental Wellbeing</b></p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27. about preparing to move to a new class/year group</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report</p>	<p>Year 2 – Winston's Wish – Loss and Bereavement  <a href="https://pshe-association.org.uk/resource/winstons-wish-lost-and-bereavement?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=winstons-wish-lost-and-bereavement">https://pshe-association.org.uk/resource/winstons-wish-lost-and-bereavement?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=winstons-wish-lost-and-bereavement</a></p> <p>Year 1 and 2 Medway Public Health Directorate – changing and growing up.  <a href="https://pshe-association.org.uk/resource/">https://pshe-association.org.uk/resource/</a></p>	<p><b>Mental Wellbeing</b></p>	



bullying; the importance of telling a trusted adult	<a href="https://pshe-association.org.uk/resource/nc-a-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=changing-and-growing-up-ks2">changing-and-growing-up-ks2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=changing-and-growing-up-ks2</a>  Year 2 Think you know Jessie and Friends <a href="https://pshe-association.org.uk/resource/nc-a-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nc-a-ceop-jessie-and-friends">https://pshe-association.org.uk/resource/nc-a-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nc-a-ceop-jessie-and-friends</a>		
<b>Internet safety and harms</b>  L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult H28. about rules and age restrictions that keep us safe L9. that not all information seen online is true	Year 1 and 2 BBFC – Watch Out! How to make good viewing choices. <a href="https://pshe-association.org.uk/resource/bbfc-watch-out-ks1?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=bbfc-ks1">https://pshe-association.org.uk/resource/bbfc-watch-out-ks1?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=bbfc-ks1</a>  Year 2 Think you know Jessie and Friends <a href="https://pshe-association.org.uk/resource/nc-a-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nc-a-ceop-jessie-and-friends">https://pshe-association.org.uk/resource/nc-a-ceop-jessie-and-friends?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nc-a-ceop-jessie-and-friends</a>	<b>Internet safety and harms</b>  L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	Year 3, 4 and 6 CyberSprinters <a href="https://pshe-association.org.uk/resource/cyberchoices?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=cyberchoices">https://pshe-association.org.uk/resource/cyberchoices?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=cyberchoices</a>  Year 5 and 6 Pick your pics lesson pack <a href="https://pshe-association.org.uk/resource/pick-your-pics?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=pick-your-pics">https://pshe-association.org.uk/resource/pick-your-pics?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=pick-your-pics</a>  Year 6 Internet matters: digital matters <a href="https://pshe-association.org.uk/resource/digital-matters?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=digital-matters">https://pshe-association.org.uk/resource/digital-matters?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=digital-matters</a>  Year 6 BBFC: Let's watch a film! Making choices about what to watch <a href="https://pshe-association.org.uk/resource/bbfc-making-choices-watching-films?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=bbfc-ks2">https://pshe-association.org.uk/resource/bbfc-making-choices-watching-films?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=bbfc-ks2</a>



<p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>Year 1 and 2 NSPCC: Talk PANTS  <a href="https://pshe-association.org.uk/resource/nsppcc-talk-pants?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nsppcc-talk-pants">https://pshe-association.org.uk/resource/nsppcc-talk-pants?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=nsppcc-talk-pants</a></p>	<p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation  L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	<p>Year 5 and 6 'Cyber Detectives' lesson plans  <a href="https://pshe-association.org.uk/resource/cyber-detectives?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=cyber-detectives">https://pshe-association.org.uk/resource/cyber-detectives?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=cyber-detectives</a></p> <p>Year 6 PSHE association and gamble aware - Exploring risk in relation to gambling  <a href="https://pshe-association.org.uk/resource/exploring-risk-in-gambling?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=exploring-risk-in-gambling">https://pshe-association.org.uk/resource/exploring-risk-in-gambling?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=exploring-risk-in-gambling</a></p>
<p><b>Physical health and healthy eating</b></p> <p>H2. about foods that support good health and the risks of eating too much sugar  H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday  H10. about the people who help us to stay physically healthy</p>	<p>Year 1 PSHE Association – Keeping safe- sun safety  <a href="https://pshe-association.org.uk/resource/sun-safety-lesson-packs?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=sun-safety">https://pshe-association.org.uk/resource/sun-safety-lesson-packs?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=sun-safety</a></p> <p>Year 1 PSHE Association – Dental Health  <a href="https://pshe-association.org.uk/resource/dental-health-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=dental-health-ks1-2">https://pshe-association.org.uk/resource/dental-health-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=dental-health-ks1-2</a></p> <p>Year 1 PSHE Association – Health Education – food choices, physical activity and balanced life styles.</p>	<p><b>Physical health and healthy eating</b></p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>Year 3 PSHE Association – Health Education – food choices, physical activity and balanced life styles.  <a href="https://pshe-association.org.uk/resource/health-education-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=health-education-ks1-2">https://pshe-association.org.uk/resource/health-education-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=health-education-ks1-2</a></p> <p><a href="https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=mhew-ks1-2">https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=mhew-ks1-2</a></p>

	<a href="https://pshe-association.org.uk/resource/health-education-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=health-education-ks1-2">https://pshe-association.org.uk/resource/health-education-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=health-education-ks1-2</a>		
<b>Drugs, alcohol and tobacco</b>  H37. about things that people can put into their body or on their skin; how these can affect how people feel	Year 1 and 2 PSHE Association – Drug and Alcohol Education <a href="https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4">https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4</a>	<b>Drugs, alcohol and tobacco</b>  H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);	Year 3 and 4 PSHE Association – Drug and Alcohol Education <a href="https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4">https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4</a>
<b>Health and prevention</b>  H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food	Year 1 and 2 PSHE Association – Drug and Alcohol Education <a href="https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4">https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4</a>  Year 1 PSHE Association – Health Education – food	<b>Health and prevention</b>  H5. about what good physical health means; how to recognise early signs of physical illness H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented	Year 4 PSHE Association – Health Education – food choices, physical activity and balanced life styles. <a href="https://pshe-association.org.uk/resource/health-education-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=health-education-ks1-2">https://pshe-association.org.uk/resource/health-education-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=health-education-ks1-2</a>  Year 4 PSHE Association – Keeping safe- sun safety <a href="https://pshe-association.org.uk/resource/sun-safety-lesson-packs?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=sun-safety">https://pshe-association.org.uk/resource/sun-safety-lesson-packs?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=sun-safety</a>  Year 4 PSHE Association – Dental Health

<p>and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p>	<p>choices, physical activity and balanced life styles.</p> <p><a href="https://pshe-association.org.uk/resource/health-education-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=health-education-ks1-2">https://pshe-association.org.uk/resource/health-education-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=health-education-ks1-2</a></p> <p>Year 1 PSHE Association – Keeping safe- sun safety</p> <p><a href="https://pshe-association.org.uk/resource/sun-safety-lesson-packs?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=sun-safety">https://pshe-association.org.uk/resource/sun-safety-lesson-packs?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=sun-safety</a></p> <p>Year 1 PSHE Association – Dental Health</p> <p><a href="https://pshe-association.org.uk/resource/dental-health-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=dental-health-ks1-2">https://pshe-association.org.uk/resource/dental-health-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=dental-health-ks1-2</a></p>	<p>by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p><a href="https://pshe-association.org.uk/resource/dental-health-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=dental-health-ks1-2">https://pshe-association.org.uk/resource/dental-health-ks1-2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=dental-health-ks1-2</a></p> <p>Year 5 and 6 PSHE Association – Drug and Alcohol Education</p> <p><a href="https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4">https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4</a></p>
<p><b>Basic First Aid</b></p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Year 1 and 2 PSHE Association – Keeping safe at home</p> <p><a href="https://pshe-association.org.uk/resource/keeping-safe-at-home-lessons?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=keeping-safe-at-home-lessons">https://pshe-association.org.uk/resource/keeping-safe-at-home-lessons?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=keeping-safe-at-home-lessons</a></p>	<p><b>Basic First Aid</b></p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the</p>	<p>Year 5 and 6 St John's Ambulance: First Aid Training in School</p> <p><a href="https://pshe-association.org.uk/resource/st-john-ambulance-first-aid?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=st-john-ambulance-first-aid">https://pshe-association.org.uk/resource/st-john-ambulance-first-aid?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=st-john-ambulance-first-aid</a></p> <p>Year 5 and 6 Environment agency – Canal and River safety / Flood alert.</p>

<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p><a href="https://pshe-association.org.uk/resource/road-rail-safety?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=keeping-safe-at-home">ng%20links&amp;utm_source=keeping-safe-at-home</a></p> <p>Year 1 and 2 PSHE Association - Road and Rail safety <a href="https://pshe-association.org.uk/resource/road-rail-safety?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=road-rail-safety">https://pshe-association.org.uk/resource/road-rail-safety?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=road-rail-safety</a></p> <p>Year 1 and 2 PSHE Association – Drug and Alcohol Education <a href="https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4">https://pshe-association.org.uk/resource/drugs-alcohol-education-ks1-4?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=drugs-alcohol-ks1-4</a></p>	<p>emergency services; know how to contact them and what to say</p>	<p><a href="https://pshe-association.org.uk/resource/water-safety?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=environment-agency-ks2">https://pshe-association.org.uk/resource/water-safety?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=environment-agency-ks2</a></p>
<p><b>Changing adolescent body</b></p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change</p>	<p>Year 1 and 2 Medway Public Health Directorate – changing and growing up. <a href="https://pshe-association.org.uk/resource/changing-and-growing-up-ks2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=changing-and-growing-up-ks2">https://pshe-association.org.uk/resource/changing-and-growing-up-ks2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=changing-and-growing-up-ks2</a></p>	<p><b>Changing adolescent body</b></p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and</p>	<p>Year 5 Medway Public Health Directorate – changing and growing up. <a href="https://pshe-association.org.uk/resource/changing-and-growing-up-ks2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=changing-and-growing-up-ks2">https://pshe-association.org.uk/resource/changing-and-growing-up-ks2?utm_campaign=Programme%20Builder%20tracking%20links&amp;utm_source=changing-and-growing-up-ks2</a></p>

		<p>menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	
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# HOW DO THE **PROGRAMME OF STUDY** **LEARNING OPPORTUNITIES** RELATE TO THE **STATUTORY GUIDANCE?**

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. The grids below set out where each aspect of the statutory guidance is covered by Programme of Study learning opportunities in key stages 1-4.







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> </ul>	H22, R23, L4, L6	R32, R33, L6
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	R6, R8	R33, R34
	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	R22	R33
	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	H21, H23, R22	R31
	<ul style="list-style-type: none"> <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> </ul>	R22, H22	R31
	<ul style="list-style-type: none"> <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> </ul>	R10, R11, R12	R19, R20, R28
	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	L4	R21, L7, L8, L9
	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	R15, R17	R22, R26
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> </ul>	R14	R23
	<ul style="list-style-type: none"> <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> </ul>	R12	R24, R30, R31
	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	R20	R24, R29
	<ul style="list-style-type: none"> <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> </ul>	R15	R24
	<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>	H34	L13, L14



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> </ul>	R17	R22
	<ul style="list-style-type: none"> <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> </ul>	R13, R18	R27
	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	R13	H45, R25
	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	R14, R15, R19	R24
	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	R20	R29
	<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	R20	R29
	<ul style="list-style-type: none"> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	R20	R29, H45
	<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	R20	R29

## HEALTH EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		KS1	KS2
Mental wellbeing	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	H1	H15
	<ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>	H11, H12, H13, H14	H17
	<ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	H15, H16	H19
	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H18, H19	H20, H21
	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	H17	H16
	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	H18, H20, H24	H16,
	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	H24, H27, R7	H24, R13
	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	R10, R11	R19
	<ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	H19, R12	H21, R20
	<ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	H24	H22

Internet safety and harms	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> </ul>	L7, L8	L11
	<ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul>	H9	H13
	<ul style="list-style-type: none"> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	R10, R12	R30, L11, L15
	<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	H28	H37, L23
	<ul style="list-style-type: none"> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	H34	H37, R20, L11,
	<ul style="list-style-type: none"> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	L9	L12, L13, L14, L16
	<ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online.</li> </ul>	H34	H42
Physical health and fitness	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	H1	H7
	<ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	H3	H7
	<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>	H3	H4, H7
	<ul style="list-style-type: none"> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	H10	H14
Healthy eating	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	H2, H3	H1, H6
	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	H2	H6
	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	H2	H2,H3, H6

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	H37	H46, H47, H48
Health and prevention	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul>		H5
	<ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	H8	H12
	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	H4	H8
	<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	H7	H11
	<ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	H5	H9, H40
	<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	H6	H10
Basic first aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>	H35, H36	H44
	<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	H35, H37	H43
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	H25, H26	H30, H31, H32, H34
	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>		H30, H31