

Shield Row Primary School



Relationships and Sex Education Policy

Last Reviewed: July 2023

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

2. Statutory requirements

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

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include 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.

At Shield Row Primary School we teach RSE as set out in this policy.

3. 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** – Senior Leaders 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** – policy has been uploaded to our school website where parents are able to review the policy
4. **Pupil consultation** – will be reviewed in the summer term with the pupils through Pupil Voice
5. **Ratification** – once amendments were made, the policy will be shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out in our PSHCE planning, but we may need to adapt it as and when necessary.

We have adopted the SCARF programme, making some minor adjustments to ensure the programme works alongside our science curriculum, and 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 focus on:

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

For more information about our curriculum, see our PSHCE and Science curriculum on our school website.

6. Delivery of RSE

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. This is delivered through specific PSHCE lessons, for Y5/6 sessions

with the school nurse, and through other areas of the curriculum e.g. History or Reading lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

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

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

For more information about our RSE curriculum, see our PSHCE Curriculum document.

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, 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

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

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

7.3 Staff

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. The Headteacher is responsible for leading RSE in our school.

7.4 Pupils

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

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.

Requests for withdrawal should be made to the Headteacher or Deputy Headteacher. A record of these conversations will be made in school.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher 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 and SLT through:

1. The RSE lead will meet with staff prior to teaching to discuss teaching approaches and how PSHCE will be taught across the curriculum. Books will be monitored through termly curriculum reviews.
2. Pupils' development in RSE is monitored as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Governors.

Date of policy: June 2023

Date of next review: June 2024

Shield Row Primary School

DfE Relationships Education and Health Education statutory requirements

Statutory Requirement	Year	SCARF Unit
Families and people who care for me		
That families are important for children growing up because they can give love, security and stability.	YR	All about me; Me and my special people; Who can help me?; Same and different families; Safe indoors and outdoors; Life stages - plants, animals, humans; Where do babies come from?; Getting bigger; Looking after my special people; Caring for our world
	Y1	Who are our special people?
	Y2	My special people
	Y3/4	Friend or acquaintance? My feelings are all over the place!
	Y6	Advertising friendships!; Joe's story (part 2); What's the risk? (2)
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	YR	Looking after my special people; Life Stages: Human life stage - who will I be?; People who help to keep me safe; Same and different families Who can help me?; Me and my special people; My feelings
	Y1	Taking care of a baby; Who are our special people?
	Y2	My special people
	Y3/4	My feelings are all over the place!; Friend or acquaintance?
	Y4/5	Help! I'm a teenager - get me out of here!
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	YR	Me and my special people; All about me; Same and different families; Life Stages: Human life stage - who will I be?; Getting bigger; Where do babies come from?; Looking after my special people
	Y1	Same or different?; Who are our special people?; Our special people balloons
	Y2	My special people
	Y3/4	What would I do?; My feelings are all over the place!; The people we share our world with; Together
	Y4/5	The land of the Red People
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	YR	Looking after my special people; Where do babies come from? Getting bigger; Life Stages: Human life stage - who will I be?; Same and different families; Who can help me?
	Y1	Same or different?; Our special people balloons; Who are our special people?
	Y2	My special people

	Y3/4	Together
	Y4/5	Help! I'm a teenager - get me out of here!
	Y6	Advertising friendships!; Don't force me
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	YR	Life Stages: Human life stage - who will I be?
	Y3/4	Together
	Y6	Don't force me
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	YR	People who help to keep me safe; Who can help me?; My feelings; My feelings (2)
	Y1	Surprises and secrets; Good or bad touches?; Who can help? (1)
	Y6	Don't force me; Helpful or unhelpful? Managing change
Caring friendships		
How important friendships are in making us feel happy and secure, and how people choose and make friends.	YR	Looking after my friends; Who can help me?; All about me; Me and my special people; Same and different; Kind and caring (2)
	Y1	Good friends
	Y2	Y2 Being a good friend
	Y3/4	Relationship Tree; Together; Can you sort it?; Friend or acquaintance?
	Y4/5	How good a friend are you?; Qualities of friendship; It could happen to anyone
	Y6	Joe's story (part 2); Advertising friendships!; Dan's day
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	YR	Kind and caring (2); Same and different; I am caring (formerly Kind and caring -1); Who can help me?; My feelings (2); Looking after my friends R Yes, I can!; Bouncing back when things go wrong
	Y1	Good friends; How are you listening?; Pass on the praise!; Unkind, tease or bully?; Who can help? (2); It's not fair!; Harold has a bad day
	Y2	Being a good friend
	Y3/4	Relationship Tree; An email from Harold!; Ok or not ok? (part 2); Making choices; Friend or acquaintance?; Ok or not ok? (part 1); Can you sort it?
	Y4/5	It could happen to anyone; Qualities of friendship; How good a friend are you?; Give and take; Being assertive; Relationship cake recipe
	Y6	Dan's day Advertising friendships!; What's the risk? (1); Solve the friendship problem; OK to be different; Joe's story (part 1)
That healthy friendships are positive and welcoming towards	YR	Looking after my friends; who can help me?; I am caring (formerly Kind and caring -1); Same and different; Kind and caring (2)

others, and do not make others feel lonely or excluded.	Y1	Good friends; It's not fair!; Who can help? (2); Unkind, tease or bully?
	Y2	Being a good friend; A helping hand; An act of kindness
	Y3/4	An email from Harold!; Can you sort it?; Keeping ourselves safe; Ok or not ok? (part 1)
	Y5	How good a friend are you?; Qualities of friendship; It could happen to anyone; The land of the Red People; Relationship cake recipe; Being assertive; Give and take
	Y6	Advertising friendships!; Dan's day; Joe's story (part 1); Solve the friendship problem; What's the risk? (1); Joe's story (part 2)
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Y1	Unkind, tease or bully?; Who can help? (2); How are you listening?; Who can help? (1); It's not fair!; Harold has a bad day; Surprises and secrets
	Y2	Solve the problem
	Y3/4	Ok or not ok?; What would I do?; Can you sort it?
	Y4/5	Qualities of friendship; How good a friend are you?; Relationship cake recipe
	Y6	Advertising friendships!; Joe's story (part 2); Solve the friendship problem
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	YR	Who can help me?; My feelings
	Y1	Y1 How are you listening?; Pass on the praise!
	Y2	Solve the problem; Getting on with others
	Y3/4	Relationship Tree; Ok or not ok? (part 2); My feelings are all over the place!; Can you sort it?; How dare you!; What would I do?; Keeping ourselves safe; Ok or not ok? (part 1); Islands
	Y5	Qualities of friendship; It could happen to anyone; Relationship cake recipe; Being assertive; Ella's diary dilemma
	Y6	Advertising friendships!; Solve the friendship problem; What's the risk? (1); Joe's story (part 1); Assertiveness skills (formerly Behave yourself - 2)
Respectful relationships		
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	YR	What makes me special; I'm special, you're special; Me and my special people; All about me; Kind and caring (2); Same and different; Same and different families; Same and different homes; Looking after my friends; Getting bigger; Where do babies come from?
	Y1	Same or different?; Pass on the praise!; How are you listening?
	Y2	What makes us who we are?
	Y3/4	Ok or not ok? (part 2); The people we share our world with; Under pressure; Making choices; Friend or acquaintance?; Ok or not ok? (part 1); What makes me ME!; What would I do?; Can you sort it?

	Y4/5	Qualities of friendship; The land of the Red People; Help! I'm a teenager - get me out of here!; Stop, start, stereotypes; Spot bullying; Happy being me; Kind conversations; Being assertive; Is it true?
	Y6	Is this normal?; Media manipulation; Behave yourself; I look great!; Joe's story (part 1); Boys will be boys? - challenging gender stereotypes; What's the risk?; Respecting differences; OK to be different; Don't force me; We have more in common than not; Tolerance and respect for others
Practical steps they can take in a range of different contexts to improve or support respectful relationships.	YR	What makes me special?; I'm special, you're special; Me and my special people; All about me; Kind and caring (2); Same and different; Same and different families; Same and different homes; Looking after my friends; Getting bigger; Where do babies come from?
	Y1	Same or different?; Pass on the praise!; How are you listening?
	Y2	What makes us who we are?
	Y3/4	Ok or not ok? (part 2); The people we share our world with Y4 Under pressure; Making choices; Friend or acquaintance? Y4 Ok or not ok? (part 1); What makes me ME!; What would I do?; Can you sort it?
	Y5	Qualities of friendship; The land of the Red People; Help! I'm a teenager - get me out of here!; Stop, start, stereotypes; Spot bullying; Happy being me; Kind conversations; Being assertive; Is it true?
	Y6	Is this normal?; Media manipulation; Behave yourself; I look great!; Joe's story (part 1); Boys will be boys? - challenging gender stereotypes; What's the risk? (1); Respecting differences; OK to be different; Don't force me; We have more in common than not
The conventions of courtesy and manners.	YR	Being helpful at home and caring for our classroom; Kind and caring (2); I am caring (formerly Kind and caring -1); Same and different homes; Caring for our world
	Y1	Why we have classroom rules; Pass on the praise!; It's not fair!; Harold has a bad day; Harold's school rules
	Y2	Our ideal classroom (2); An act of kindness; Getting on with others
	Y3/4	In the news!; What would I do?
	Y4/5	Qualities of friendship; Happy being me; Relationship cake recipe; Help! I'm a teenager - get me out of here!
	Y6	Y6 Respecting differences
The importance of self-respect and how this links to their own happiness.	YR	Same and different; All about me; I'm special, you're special; What makes me special
	Y3/4	What makes me ME!; Keeping ourselves safe; How dare you! Ok or not ok? (part 2)

	Y4/5	Qualities of friendship; Help! I'm a teenager - get me out of here!; The land of the Red People; Relationship cake recipe Y5 Happy being me; Kind conversations; Ella's diary dilemma
	Y6	What's the risk? (1); Assertiveness skills (formerly Behave yourself - 2); Media manipulation; Behave yourself; I look great!; Joe's story (part 1)
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.	YR	All about me; Same and different
	Y1	Harold's school rules; Harold has a bad day; Pass on the praise!; Taking care of something; Who can help? (2); Unkind, tease or bully?
	Y2	Bullying or teasing?; Don't do that!; Getting on with others; Types of bullying
	Y3/4	Ok or not ok? (part 2); Safety in numbers; The people we share our world with; Can you sort it?; What would I do?; Ok or not ok? (part 1)
	Y5	Qualities of friendship; Taking notice of our feelings; Ella's diary dilemma; Kind conversations; Happy being me; Relationship cake recipe; The land of the Red People
	Y6	Behave yourself; Assertiveness skills (formerly Behave yourself - 2); Respecting differences; Tolerance and respect for others; We have more in common than not; Don't force me; Joe's story (part 2)
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.	Y1	Unkind, tease or bully?; Who can help? (2); Don't do that!; Bullying or teasing?
	Y2	Types of bullying; Getting on with others
	Y3/4	Safety in numbers; Under pressure; What would I do?; Keeping ourselves safe; How dare you!
	Y4/5	Stop, start, stereotypes; Is it true?; Happy being me
	Y6	We have more in common than not; Acting appropriately; OK to be different; What's the risk?; Behave yourself; Boys will be boys? - challenging gender stereotypes
What a stereotype is, and how stereotypes can be unfair, negative or destructive.	YR	Me and my body - girls and boy
	Y3/4	That is such a stereotype!
	Y4/5	Happy being me; Stop, start, stereotypes
	Y6	Boys will be boys? - challenging gender stereotypes; Media manipulation; Two sides to every story
The importance of permission-seeking and giving in relationships with friends, peers and adults.	YR	Me and my body - girls and boys; Looking after my friends; Listening to my feelings (1)
	Y1	Surprises and secrets; Sharing pictures; Good or bad touches?
	Y2	Y2 I don't like that!
	Y3/4	Islands; Secret or surprise?
	Y4/5	Ella's diary dilemma
	Y6	It's a puzzle; Think before you click; Fakebook friends; Don't force me; Assertiveness skills
Online relationships		

That people sometimes behave differently online, including by pretending to be someone they are not.	Y1	Sharing pictures
	Y2	Playing games
	Y5	Spot bullying; Play, like, share
	Y6	Media manipulation; Fakebook friends; Pressure online
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.	Y1	Sharing pictures
	Y2	Playing games
	Y3/4	Relationship Tree; How do we make a difference?
	Y4/5	Play, like, share; Is it true?; Spot bullying; Communication
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	YR	Keeping safe online
	Y1	Y1 Sharing pictures
	Y2	Y2 Playing games
	Y3/4	Picture Wise; Communication
	Y5	Spot bullying; Play, like, share
	Y6	It's a puzzle; Think before you click!; Pressure online; What's the risk? (2); To share or not to share?; Traffic lights
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Y1	Sharing pictures
	Y2	Playing games
	Y4/5	Fact or opinion?; Play, like, share; Think before you click!
	Y6	It's a puzzle; Pressure online
How information and data is shared and used online.	Y1	Sharing pictures
	Y2	Playing games
	Y3/4	Picture Wise; In the news!; That is such a stereotype!; Raisin challenge (2)
	Y4/5	Is it true?; Play, like, share; Spot bullying
	Y6	It's a puzzle; Pressure online; To share or not to share?; Traffic lights
Being safe		
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Y1	Sharing pictures; Harold's school rules; Good or bad touches?; Surprises and secrets
	Y2	How safe would you feel?; Should I tell?; What should Harold say?; Playing games; Fun or not?; Some secrets should never be kept
	Y3/4	Raisin challenge; Secret or surprise?; Islands; How dare you!
	Y5	Taking notice of our feelings; Ella's diary dilemma; Would you risk it?; Play, like, share; Is it true?

	Y6	It's a puzzle; Think before you click!; What's the risk? (1); To share or not to share?; What's the risk? (2); Pressure online; Acting appropriately
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.	YR	Keeping safe online; Me and my body - girls and boys
	Y1	Surprises and secrets; Sharing pictures; Good or bad touches?
	Y2	Should I tell?; Some secrets should never be kept; Respecting privacy; My body, your body; Playing games
	Y3/4	Secret or surprise?
	Y4/5	Ella's diary dilemma; Dear Ash
	Y6	Dear Ash; It's a puzzle; Acting appropriately; What's the risk? (2); To share or not to share?
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	YR	Me and my body - girls and boys; Life Stages: Human life stage - who will I be?; Listening to my feelings (1)
	Y1	Keeping privates private
	Y2	I don't like that!; Some secrets should never be kept; Fun or not?
	Y3/4	Secret or surprise?; Islands
	Y4/5	Growing up and changing bodies; Taking notice of our feelings
	Y6	To share or not to share?; Pressure online; Acting appropriately
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	YR	People who help to keep me safe
	Y1	Y1 Surprises and secrets
	Y2	I don't like that!; What should Harold say?; Some secrets should never be kept
	Y3/4	Secret or surprise?; Danger, risk or hazard?
	Y4/5	Taking notice of our feelings; Dear Ash; Play, like, share
	Y6	It's a puzzle; Acting appropriately; Pressure online; What's the risk? (2); Joe's story (part 1)
How to recognise and report feelings of being unsafe or feeling bad about any adult.	YR	People who help to keep me safe; Keeping safe online; Safe indoors and outdoors; Listening to my feelings (1); What's safe to go onto my body; Who can help me?
	Y1	Surprises and secrets; Thinking about feelings; Good or bad touches?; Our feelings; Who can help? (1)
	Y2	Should I tell?; How safe would you feel?; Fun or not?
	Y3/4	Danger, risk or hazard?; Secret or surprise?; Islands
	Y4/5	Taking notice of our feelings
	Y6	Pressure online; Acting appropriately
How to ask for advice or help for themselves or others, and to keep trying until they are heard.	YR	Looking after my friends; Keeping safe online; People who help to keep me safe; Listening to my feelings (1); Same and different
	Y1	Surprises and secrets; Sharing pictures
	Y2	Feeling safe; Playing games

	Y3/4	Who helps us stay healthy and safe?; How dare you!
	Y6	Acting appropriately; Making babies; Joe's story (part 1); Behave yourself
How to report concerns or abuse, and the vocabulary and confidence needed to do so.	YR	Me and my body - girls and boys; Listening to my feelings (1)
	Y1	Surprises and secrets; Keeping privates private; Good or bad touches?
	Y2	Feeling safe
	Y3/4	Who helps us stay healthy and safe?; Secret or surprise?; Safety in numbers; All change!
	Y4/5	Taking notice of our feelings
	Y6	Is this normal?; Joe's story (part 1); Don't force me; Acting appropriately; To share or not to share?
Where to get advice e.g. family, school and/or other sources.	YR	People who help to keep me safe; Who can help me?
	Y1	Surprises and secrets; Good or bad touches?
	Y2	Feeling safe
	Y3/4	Who helps us stay healthy and safe?
	Y4/5	Taking notice of our feelings
	Y6	Acting appropriately
Physical Health and Mental Wellbeing		
That mental wellbeing is a normal part of daily life, in the same way as physical health.	Y1	Our feelings
	Y3/4	Different feelings
	Y4/5	How good a friend are you
	Y6	Fakebook friends; Five Ways to Wellbeing project; Dan's day; Rat Park
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.	YR	Yes, I can!; Bouncing back when things go wrong; My feelings (2)
	Y1	Thinking about feelings; Our feelings; Harold loses Geoffrey; Feelings and bodies
	Y2	Sam moves away; How are you feeling today?; I don't like that; Some secrets should never be kept; Let's all be happy!
	Y3/4	Different feelings; Moving house; Secret or surprise?
	Y4/5	How good a friend are you?; How are they feeling?; Our emotional needs
	Y6	Dan's day; Helpful or unhelpful?; Managing change
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.	YR	Yes, I can!; Bouncing back when things go wrong; My feelings (2); My feelings; What's safe to go onto my body; Same and different
	Y1	Thinking about feelings; Feelings and bodies; Our feelings
	Y2	How are you feeling today?; How do we make others feel?; When I feel like erupting; Harold's picnic; My day; An act of kindness
	Y3/4	Moving house; Different feelings; Ok or not ok? (part 2); An email from Harold!; When feelings change; My feelings are all over the place!; Secret or surprise?; Ok or not ok? (part 1)
	Y4/5	How are they feeling?; How good a friend are you?; Our emotional needs

	Y6	Dan's day; Rat Park; I look great!
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Y1	Our feelings; Thinking about feelings
	Y2	When I feel like erupting
	Y3/4	Different feelings; My feelings are all over the place!; When feelings change; Islands; How dare you!
	Y4/5	How are they feeling?; Our emotional needs
	Y6	Rat Park; Dan's day; Helpful or unhelpful? Managing change
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Y2	Harold's picnic
	Y3/4	Volunteering is cool
	Y4/5	Mo makes a difference
	Y6	Rat Park; Five Ways to Wellbeing project; Community art; Action stations!
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	YR	My feelings; My feelings (2)
	Y1	Who are our special people?; Feelings and bodies
	Y6	Five Ways to Wellbeing project; Helpful or unhelpful?; Managing change; Rat Park; Advertising friendships!
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	YR	My feelings (2); My feelings
	Y1	Thinking about feelings; Feelings and bodies; Our feelings
	Y2	When someone is feeling left out
	Y3/4	An email from Harold!
	Y6	Rat Park; Five Ways to Wellbeing project
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Y1	Unkind, tease or bully?; Who can help? (2)
	Y3/4	Under pressure
	Y4/5	Communication; Spot bullying
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).	YR	My feelings; My feelings (2); Who can help me?
	Y2	Let's all be happy!
	Y3/4	Moving house
	Y4/5	Our emotional needs
	Y6	Rat Park Y6 Helpful or unhelpful? Managing change
Internet safety and harms		

That for most people the internet is an integral part of life and has many benefits.	Y1	Sharing pictures
	Y2	Playing games
	Y3/4	Super Searcher
	Y6	It's a puzzle
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.	Y2	Playing games
	Y4/5	Y4 That is such a stereotype!; Raisin challenge (2)
	Y4/5	Is it true?
	Y6	Five Ways to Wellbeing project; I look great!; Media manipulation; Boys will be boys? - challenging gender stereotypes
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.	Y1	Sharing pictures
	Y2	Playing games
	Y3/4	Picture Wise
	Y4/5	Is it true?; Play, like, share
	Y6	It's a puzzle; Traffic lights; To share or not to share?
Why social media, some computer games and online gaming, for example, are age restricted.	Y4/5	Star qualities?; Spot bullying
	Y6	Think before you click!; Fakebook friends
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.	Y1	Sharing pictures
	Y2	Playing games
	Y3/4	Under pressure
	Y4/5	Play, like, share; Is it true?
	Y6	Think before you click!; It's a puzzle; To share or not to share?; Media manipulation
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Y3/4	Raisin challenge (2); In the news!
	Y4/5	Fact or opinion?; What's the story?; Is it true?; Smoking: what is normal?
	Y6	Boys will be boys? - challenging gender stereotypes; What's the risk? (2); Two sides to every story; Fakebook friends
Where and how to report concerns and get support with issues online.	Y1	Sharing pictures
	Y2/3	Playing games
	Y3/4	In the news!
	Y4/5	Play, like, share
	Y6	It's a puzzle; To share or not to share?
Physical health and fitness		

The characteristics and mental and physical benefits of an active lifestyle.	Y1	Healthy me
	Y2	My body needs...
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.	YR	Move your body
	Y2	My day
	Y4/5	What's the story?
	Y6	Five Ways to Wellbeing project
The risks associated with an inactive lifestyle (including obesity).	Y1	Healthy me
	Y5	What's the story?
How and when to seek support including which adults to speak to in school if they are worried about their health.	YR	Keeping Myself Safe - What's safe to go into my body (including medicines)
	Y1	Inside my wonderful body!
	Y4	Who helps us stay healthy and safe?
Healthy eating		
What constitutes a healthy diet (including understanding calories and other nutritional content).	YR	Move your body; Healthy eating (1); Healthy eating (2)
	Y1	I can eat a rainbow; Eat well
	Y2	My day; My body needs...
	Y3/4	Danger, risk or hazard?; SCARF Hotel
	Y5	What's the story?
The principles of planning and preparing a range of healthy meals.	YR	Healthy eating (2); Healthy eating (1)
	Y1	Eat well; I can eat a rainbow
	Y4	SCARF Hotel
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).	YR	Getting bigger; Keeping Myself Safe - What's safe to go into my body (including medicines)
	Y1	I can eat a rainbow; Eat well
	Y3/4	SCARF Hotel; Know the norms
	Y6	Rat Park; What sort of drug is...?; Drugs: it's the law!; Alcohol: what is normal?; Joe's story (part 1)
Drugs, alcohol and tobacco		
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	YR	Keeping Myself Safe - What's safe to go into my body (including medicines)
	Y1	What could Harold do?
	Y2	Harold's picnic
	Y5	'Thinking' about habits; Smoking: what is normal?; Drugs: true or false?; Getting fit
	Y6	What sort of drug is...?; Rat Park; Alcohol: what is normal?; Drugs: it's the law!; What's the risk? (1)

The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	YR	Keeping Myself Safe - What's safe to go into my body (including medicines); Getting bigger; Move your body; A good night's sleep
	Y1	Super sleep; Healthy me
	Y2	My body needs...
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	YR	A good night's sleep; Move your body; What's safe to go onto my body
	Y1	Healthy me; Harold's wash and brush up
	Y2	Harold's bathroom
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	YR	What's safe to go onto my body; Move your body; A good night's sleep
	Y1	Harold's wash and brush up; Catch it! Bin it! Kill it!
	Y2	Harold's postcard - helping us to keep clean and healthy
	Y3/4	Medicines: check the label
The facts and science relating to allergies, immunisation and vaccination	Y2	Harold's postcard - helping us to keep clean and healthy
Basic first-aid		
How to make a clear and efficient call to emergency services if necessary.	Y1	Basic first aid
	Y2	Feeling safe; Basic first aid
	Y3/4	Basic first aid
	Y4/5	Basic first aid, including Sepsis Awareness
	Y6	Basic first aid, including Sepsis Awareness
Concepts of basic first-aid, for example dealing with common injuries, including head injuries.		
Changing adolescent body		
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	YR	Getting bigger; Where do babies come from?; Seasons; Life stages - plants, animals, humans; Life Stages: Human life stage - who will I be?
	Y1	Taking care of a baby; Then and now
	Y2	Haven't you grown!; My body, your body
	Y3/4	All change!; My feelings are all over the place!
	Y4/5	Help! I'm a teenager - get me out of here!; Changing bodies and feelings
	Y6	Is this normal?; School nurse puberty talk
About menstrual wellbeing including the key facts about the menstrual cycle.		Y5 – school nurse talk

