

Relationships, Sex and Health Education Policy

Bader Primary School



Produced by:	Helen Mudgway	Date: September 2021
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Approved by:	SLT / Governors
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Last reviewed on:	N/A
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Sex and Relationships Education - definition

The focus of Relationships Education in Bader Primary School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Teachers will address online safety and appropriate behaviour, including content on how information and data is shared and used in all contexts, including online.

When teaching about families, there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

School will encourage cultivation of character traits and positive personal attributes, helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils will develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Pupils will be taught how to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered age appropriately by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. Pupils will be taught about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Sex Education is not statutory in Primary Schools, however, some content will be taught to meet the needs of our pupils. During Year 6, our transition phase before moving to secondary schools supports our pupils ongoing emotional and physical development. Boys and girls are prepared for the changes that adolescence brings, and knowledge will be drawn from the national curriculum for science for how a baby is conceived and born. All parents are consulted before the final year of primary school with detailed content of what will be taught and parents are given the right to withdraw their child from Sex Education.

How is Sex and Relationships Education taught?

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religion and world views and Computing (Each year group covers Digital Literacy objectives, which teach about online relationships).

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

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).

In the Summer term of Year 6, children are taught a block on Sex & Relationships education. Parents have the right to withdraw their children from this.

The objectives of this block are to:

- Know how and understand why close relationships are formed, especially during adolescence
- Understand why friendship is important in the establishment of close relationships
- Know about and understand the physical, mental and emotional changes that take place during puberty (boys and girls will be taught the same information regarding changes in bodies for males and females)
 - Girls - Hormones, Physical changes, Periods, Sanitary products, Sexual orientation, Homophobia and other forms of bullying, Sexual relationships, Pregnancy, Contraception, Myth busting
 - Boys - Hormones, Physical changes, The penis and its functions, Sperm, Sexual orientation, Homophobia and other forms of bullying, Sexual relationships, Pregnancy, Contraception, Myth busting
- Understand why friendship is important in the establishment of close relationships
- Know the features of a healthy relationship
- Understand what an unhealthy relationship is and know how to deal with relationship issues
- Know about gender identities and have an awareness of transgender issues
- Understand the difference between being a transgender person and a transvestite

Who is responsible for teaching Sex and Relationships Education?

Sex and Relationships Education will be delivered by class teachers and/or higher level teaching assistants.

PSHE lead is responsible for evaluating and monitoring Sex & Relationships education.

How is Sex and Relationships Education monitored and evaluated?

Sex & Relationships Education is monitored and evaluated through:

- Staff voice surveys
- Pupil voice surveys / Discussion of evidence with pupils
- Lesson walkthroughs
- PSHE assessment – Curriculum plans
- Seesaw evidence monitoring

Do parents / carers have the right to withdraw their child from Sex and Relationships Education?

Parents / carers **do not** have the right to withdraw their child from **Relationships** education as it is a statutory requirement of Primary Schools from September 2020.

Parents / carers **do** have the right to withdraw their child from **Sex Education** in Year 6 after being provided with detailed information about the content that will be covered.

How often will the Sex and Relationships Education policy be reviewed? What date will it be next reviewed?

The RSE policy will be reviewed yearly.

To be reviewed September 2022.

What is the subject content of Sex and Relationships Education?

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">● That families are important for children growing up because they can give love, security and stability● 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● 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● 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● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">● How important friendships are in making us feel happy and secure, and how people choose and make friends● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded● 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● 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

Respectful relationships	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● 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 ● 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 ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● 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 ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● 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 ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

See Appendix 1 for year group overviews

How is delivery of the content made accessible to all pupils, including those with SEND?

- High quality teaching that is differentiated and personalised, preparing all pupils for adulthood outcomes
- School awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND
- Content and teaching is tailored to meet the specific needs of pupils at different developmental stages, ensuring it is sensitive, age appropriate, developmentally appropriate and delivered within reference to the law (Equality Act 2010)

How is delivery of the content made accessible to all pupils, including those with varying religious backgrounds, age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Equality Act 2010)?

- High quality teaching is differentiated and personalised, preparing all pupils for adulthood outcomes
- School awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to sexual orientation or gender reassignment
- Content and teaching is sensitive and age appropriate

How has the Sex and Relationships Education policy been produced, reflecting the views of parents, teachers and pupils?

This policy has been developed in consultation with staff, pupils and parents. It was then shared and reviewed by governors. The consultation and policy development process involved the following steps:

1. Review – PSHE lead at Bader (H Mudgway) created a draft RSE policy after collating all relevant information including relevant national and local guidance. This was then shared, discussed and edited with PSHE lead at Bewley (C Elliott).
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 read the policy and make recommendations / queries
4. Pupil consultation – we investigated what exactly pupils want from their RSE through pupil voice surveys
5. Ratification – once amendments were made based on feedback and recommendations of staff, parents and pupils, the policy was shared with governors and ratified

How will it be kept under review?

The above process will be repeated yearly on review date (September each year).

What are the requirements on schools in law

Schools must produce an RSE policy based on the guidance from:

- The Department for Education - Relationships Education, Relationships and Sex Education and Health Education (see for further guidance)
- The Equality Act 2010

How does the Sex and Relationships Education policy reflect the views of Governors?

As well as fulfilling their legal obligations, the governing boards or management committee make sure that:

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

Health Education at Bader

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. Mental wellbeing is a normal part of daily life, in the same way as physical health.

We promote pupils' self-control and ability to self-regulate, and strategies for doing so.

We encourage openness and aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing.

In Upper Key Stage 2, puberty, including menstruation, is covered in Health Education, ensuring male and female pupils are prepared for changes they and their peers will experience. Pupils are taught key facts about the menstrual cycle, and the implications for emotional and physical health.

Pupils are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and the language and knowledge to understand the normal range of emotions that everyone experiences.

We encourage pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions, and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. They learn about the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils learn about the steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

We teach about the benefits of hobbies, interests and participation in their own communities. Pupils learn that people are social beings and that spending time with others, taking opportunities to consider the needs of others, and practising service to others, including in organised and structured activities and groups, are beneficial for health and wellbeing.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. They learn why social media, computer games and online gaming have age restrictions and are equipped to manage common difficulties encountered online.

We teach about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

What is the subject content of Health Education?

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • 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. • 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. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • 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).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 1

Nursery	
Autumn 1	Lesson 1 Lesson 2
Autumn 2	Lesson 3 Week 3 - Anti Bullying Week Week 3 - Road Safety Week Lesson 4
Spring 1	Lesson 5 Lesson 6 Week 6 - Safer Internet Day
Spring 2	Lesson 7 Lesson 8 Lesson 9
Summer 1	Lesson 10 Lesson 11 Lesson 12 Lesson 13
Summer 2	Lesson 14 Lesson 15 Lesson 16

Reception	
Autumn 1	Lesson 1 Lesson 2 Lesson 3 Lesson 4
Autumn 2	Lesson 5 Lesson 6 Week 3 - Anti Bullying Week Week 3 - Road Safety Week Lesson 7 Lesson 8
Spring 1	Lesson 9 Lesson 10 Lesson 11 Lesson 12 Week 6 - Safer Internet Day
Spring 2	Lesson 13 Lesson 14 Lesson 15 Lesson 16
Summer 1	Lesson 17 Lesson 18 Lesson 19 Lesson 20 Lesson 21
Summer 2	Lesson 22 Lesson 23 Lesson 24 Lesson 25

Year 1	Health & Wellbeing	Relationships	Living in the Wider World
Autumn 1	Unit 1 Communication	Lesson 1 Feelings Lesson 2 Responses Lesson 3 Opinions Lesson 7 Good Manners	
	Unit 3 Fairness	Lesson 3 Behaviour Lesson 4 Right and Wrong	
	Unit 1 Rules and Expectations	Lesson 1 Rules / Expectations 1	
Autumn 2	Unit 1 Rules and Expectations	Lesson 2 Rules / Expectations 2 Lesson 3 Taking Turns	
	Unit 2 Bullying	Week 3 Anti Bullying Week Lesson 1 Definition Lesson 2 Unkindness Lesson 3 Behaviour 1	
	Unit 5 Keeping Safe	Week 3 Road Safety Week Lesson 2 Road Safety	
	Unit 4 Emotions	Lesson 1 Happiness Lesson 2 Anger Lesson 6 Aspirations	
Spring 1	Unit 2 Communities	Lesson 1 Our School Lesson 2 Belonging 1 Lesson 3 Belonging 2	
	Unit 3 Money and Finance	Lesson 1 Money 1 Lesson 2 Money 2	
	Unit 5 Keeping Safe	Week 6 Safer Internet Day Safe Zone 4 lessons Lesson 6 Internet Safety	
Spring 2	Unit 3 Money and Finance	Lesson 5 Choices	
	Extremism and Radicalisation	Lesson 1 Lesson 2 Lesson 3	
Summer 1	Unit 4 Family and Friends	Lesson 1 Friendship 1 Lesson 2 Friendship 2 Lesson 5 Family 1	
	Unit 1 Healthy Lifestyles	Lesson 1 Healthy Eating 1 Lesson 4 Physical Activity 1	
	Unit 2 Hygiene	Lesson 1 Dental Hygiene 1 Lesson 2 Dental Hygiene 2	
Summer 2	Unit 2 Hygiene	Lesson 4 Washing Hands Lesson 5 Keeping Clean	
	Unit 3 Growing and Changing	Lesson 3 Growing Up Lesson 4 Changing Needs Lesson 6 Emotions	
	Unit 5 Keeping Safe	Lesson 2 Sun Safety	

Year 2	Health & Wellbeing	Relationships	Living in the Wider World
Autumn 1	Unit 1 Communication	Lesson 4 Co-operation 1 Lesson 5 Co-operation 2 Lesson 6 Co-operation 3	
	Unit 3 Fairness	Lesson 1 Fair and Unfair Lesson 2 Comparisons Lesson 5 Teasing Lesson 6 Kindness	
Autumn 2	Unit 1 Rules and Responsibilities	Lesson 4 Lending/Borrowing Lesson 6 Sharing	
	Unit 2 Bullying	Week 3 Anti Bullying Week Lesson 4 Behavior 2 Lesson 5 Behaviour 3	
	Unit 5 Keeping Safe	Week 3 Road Safety Week Lesson 2 Road Safety	
	Unit 1 Rules and Responsibilities	Lesson 6 Caring	
Spring 1	Unit 4 Emotions	Lesson 3 Love Lesson 4 Sadness Lesson 5 Consequences	
	Unit 2 Hygiene	Lesson 3 Dental Hygiene 3 Lesson 6 Skin	
	Unit 5 Keeping Safe	Lesson 3 Drug Safety Week 6 Safer Internet Day Week 4, 5 & 6 Safe Zone 7 lessons	
Spring 2	Unit 3 Money and Finance	Lesson 3 Money 3 Lesson 4 Money 4 Lesson 6 Enterprise	
	Unit 2 Communities	Lesson 4 Local Citizenship 1 Lesson 5 Local Citizenship 2	
Summer 1	Unit 4 Family and Friends	Lesson 3 Friendship 3 Lesson 4 Friendship 4 Lesson 6 Family 2	
	Unit 1 Healthy Lifestyles	Lesson 2 Healthy Eating 2 Lesson 3 Healthy Eating 3 Lesson 5 Physical Activity 2 Lesson 6 Exercise	
Summer 2	Unit 3 Growing and Changing	Lesson 1 Similarities and Differences Lesson 2 The Human Body Lesson 5 Responsibility	
	Unit 5 Keeping Safe	Lesson 4 Personal Safety Lesson 6 Emotional Safety Lesson 7 Staying Safe	

Year 3		
Autumn 1	Unit 1 Rules and Responsibilities	Lesson 1 Rules
	Unit 1 Communication	Lesson 1 Clear Messages Lesson 2 How to Listen
	Unit 2 Collaboration	Lesson 1 Working Together 1 Lesson 2 Working Together 2
Autumn 2	Unit 5 Healthy Relationships	Lesson 1 Friendship 1 Lesson 2 Friendship 2
	Unit 3 Bullying	Week 3 Anti Bullying Week Lesson 1 Reactions Lesson 2 Self-Worth
	Unit 4 Similarities and Differences	Lesson 1 Connections Lesson 2 Family Links
		Week 3 Road Safety Week
Spring 1	Unit 6 Safety	Week 6 Safer Internet Day Lesson 1 E-Safety Lesson 2 Online Privacy 1 Lesson 3 Online Privacy 2 Lesson 4 Online Privacy 3
Spring 2	Unit 1 Physical Emotional & Mental	Lesson 1 Physical, Emotional and Mental 1
	Unit 2 Healthy Lifestyles	Lesson 1 A Balanced Approach Lesson 2 Physical Exercise
	Unit 3 Nutrition and Food	Lesson 1 Balanced Diet Lesson 2 Balanced Diet
Summer 1	Unit 5 Emotions	Lesson 1 Loss / Separation 1 Lesson 4 Family Changes Lesson 5 Feelings
	Unit 4 Aspirations	Lesson 1 Identified Strengths 1 Lesson 2 Identified Strengths 2
Summer 2	Unit 2 Collaboration	Lesson 1 Different Communities Lesson 2 School Communities
	Unit 8 First Aid	Lesson 1 How to Help

Year 5		
Autumn 1	Unit 1 Communication	Lesson 2 Listening 1 Lesson 3 Listening 2
	Unit 2 Collaboration	Lesson 2 Shared Goals Lesson 3 Community Spirit
Autumn 2	Unit 4 Healthy Relationships	Lesson 3 Marriage Lesson 4 Mental Wellbeing
	Unit 3 Similarities and Differences	Week 3 Anti Bullying Week Lesson 3 Culture
	Unit 2 Diversity	Lesson 1 Community Event
		Week 3 Road Safety Week
Spring 1	Unit 1 Health	Lesson 1 Physical, Emotional and Mental Lesson 3 Healthy Lifestyles Lesson 4 Physical Illness
	Unit 4 Emotions	Lesson 3 Managing Conflict
	Unit 5 Safety	Lesson 1 Drugs Lesson 2 Alcohol Lesson 5 Basic First Aid
Spring 2	Unit 5 Safety	Week 6 Safer Internet Day Lesson 6 Internet Safety
	Unit 2 Nutrition and Food	Lesson 1 Food Choices 1 Lesson 2 Food Choices 2 Lesson 3 Cooking
Summer 1	Unit 1 Rules and Responsibilities	Lesson 1 Structure
	Substance Related Abuse	Lesson 1 Keeping Safe Lesson 2 Taking Risks Lesson 3 Taking Drugs Lesson 4 Drug Awareness Lesson 5 Substance Abuse
Summer 2	Unit 3 Economic Awareness	Lesson 1 Budgeting Lesson 2 Consumer Sense 1 Lesson 3 Consumer Sense 2
	Unit 3 Aspirations	Lesson 1 Identified Strengths 1 Lesson 2 Identified Strengths 2

Year 4		
Autumn 1	Unit 1 Communication	Lesson 3 Responding to Others Lesson 4 Expressing Opinions
	Unit 2 Collaboration	Lesson 3 Shared Goals
	Unit 5 Healthy Relationships	Lesson 3 Friendship 3 Lesson 4 Friendship 4
Autumn 2	Unit 4 Similarities and Differences	Lesson 3 Religious Views 1 Lesson 4 Religious Views 2
	Unit 3 Bullying	Week 3 Anti Bullying Week Lesson 3 Persistence and Resilience Lesson 4 Negative Persistence
		Week 3 Road Safety Week
	Unit 2 Healthy Lifestyles	Lesson 3 Lifestyle Choices Lesson 4 Sleep
Spring 1	Unit 3 Nutrition and Food	Lesson 3 Working With Food 1 Lesson 4 Working With Food 2
	Unit 1 Physical Emotional and Mental	Lesson 2 Physical, Emotional and Mental 2 Lesson 3 Physical, Emotional and Mental 3
	Unit 6 Safety	Week 6 Safer Internet Day Lesson 5 Internet Use 1 Lesson 6 Internet Use 2
Spring 2	Unit 1 Rules and Responsibilities	Lesson 2 Thinking Ahead Lesson 3 Taking the Lead
	Unit 3 Discrimination	Lesson 1 Gender Stereotypes
	Unit 4 Economic Awareness	Lesson 1 Money Choices Lesson 2 Managing Money
Summer 1	Unit 5 Emotions	Lesson 2 Loss / Separation 2 Lesson 3 Loss / Separation 3 Lesson 6 Self-Respect
	Unit 7 Growing and Changing	Lesson 1 Before Puberty Lesson 2 Visible Changes
Summer 2	Unit 8 First Aid	Lesson 2 Emergency Calls 1 Lesson 3 Emergency Calls 2
	Unit 4 Aspirations	Lesson 3 Setting Goals 1 Lesson 4 Setting Goals 2

Year 6		
Autumn 1	Unit 1 Communication	Lesson 1 Confidentiality
	Unit 2 Collaboration	Lesson 1 Teamwork
Autumn 2	Unit 4 Healthy Relationships	Lesson 1 Physical Contact Lesson 2 Support and Care
	Unit 4 Enterprise	Lesson 1 Generating Income Lesson 2 Raising Money
	Unit 3 Similarities and Differences	Week 3 Anti Bullying Week Lesson 1 Race and Ethnicity Lesson 2 Gender Stereotypes
		Week 3 Road Safety Week
Spring 1	Unit 1 Rules and Responsibilities	Lesson 2 Law and Order Lesson 3 UN Rights
	Unit 4 Emotions	Lesson 1 Death & Grief 1 Lesson 2 Death & Grief 2
	Unit 5 Safety	Lesson 3 Tobacco Lesson 4 Substance Abuse
Spring 2	Unit 4 Healthy Relationships	Week 6 Safer Internet Day Lesson 5 Online Relationships
	Extremism and Radicalisation	Lesson 1 Building Courage and Resilience Lesson 2 Extreme Reactions Lesson 3 Minority Groups Lesson 4 Vulnerability Lesson 5 Terrorism
Summer 1	Relationships and Sex Education	Lesson 1 Forming Relationships Lesson 2 Sexual Relationships Lesson 3 Healthy Relationships Lesson 5 Unhealthy Relationships Lesson 6 Gender Issues Relationship
Summer 2	Unit 1 Health	Lesson 2 Physical, Emotional and Mental Lesson 5 Healthy Minds Lesson 6 Immunisation
	Unit 3 Aspirations	Lesson 3 Setting Goals 1 Lesson 4 Setting Goals 2