

Grasmere Primary School



Relationships and Health Education Policy

Our Values, Our vision:

We are kind:

Together we make friendships and work with everyone using compassion and humility. We are restorative: we communicate calmly and listen to each other.

We are brave:

Regardless of where we begin, everyone at Grasmere has the courage to aim high and achieve with confidence. We are not afraid to make mistakes and learn from them. We feel safe to take on a challenge and push our talents with determination and a thirst to question and satisfy our curiosity.

We are creative:

We make our learning exciting! We enjoy many enriching opportunities through a broad curriculum. We feel engaged and enthusiastic to discover and enhance our skills and knowledge.

We have respect:

We are a diverse community. Our staff, students and entire school community work in harmony, inclusively shaping the way we behave to grow, understand and celebrate difference and contribute to society in a meaningful way.

**Grasmere Primary School:
Growing Minds, Promoting Success**

Policy statement - Aims and objectives of RSHE

It is the intention of Grasmere Primary School to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities that call Hackney home. It is expected that RSHE in Grasmere Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

We will:

- 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

Statutory content: RHE

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Grasmere Primary School, we acknowledge that parents/carers are a child's first and most effective teachers and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

There is no right to withdraw from National Curriculum Science

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendices for full list of content.

There is no right to withdraw from Health Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Subject content (see appendices for full list of content)

There is no right to withdraw from Relationships Education

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Non-Statutory RSHE

Sex Education that goes beyond National Curriculum Science

The Government and local advisors strongly recommend and Grasmere Primary School has decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the science curriculum. The school will be teaching about 'how a baby is conceived and is born' in year (5/6) following on from the National Science curriculum, which teaches about sexual reproduction in mammals in year 5. Sex education at Grasmere Primary School will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

The right of parents/carers to withdraw their children from non-statutory RSHE

Parents/carers have a right to withdraw their children from all or part of the non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

Equality

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a strong sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Grasmere Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Delivery of RSE

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 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

These areas of learning are taught within the context of family life, taking care to make sure 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 and

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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Monitoring evaluation and assessment

To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader Sharon LeFevre, SLT, the Headteacher and Governing Body. Assessment allows them to see the RSHE's impact on the pupils and the whole school outcomes on Personal Development, safeguarding, spiritual and cultural (SMSC) development and the promotion of fundamental British values

The school will identify pupils' prior knowledge by questionnaires and consultations to gather the views of pupils and their parents. During lessons, teachers will be questioning to access pupils' existing knowledge, understanding, skills, beliefs and attitudes. This will also provide Teachers with an understanding of pupil misconceptions, current strategies, feelings and beliefs about a topic, which will help to pitch the teaching of the topic appropriately and to target questions to provide support.

The school will assess pupils' learning and progress through Teacher assessment by evaluating learning at the end of a unit or individual lesson. Effective assessment activities could include mind maps, quizzes, draw and write activities, graffiti wall, responding to an image or explaining to an alien.



The school will evidence pupils' learning and progress by questioning to understand how well they have learnt and understood a topic or course of work taught over a period of time, class discussions with the children during lessons and looking at the work the children complete during lessons. It should be used to provide feedback on how the programme can be improved or modified.





This is important because we want to deliver a curriculum that is informative and ensure resources are being used effectively and lessons are having an impact on the children's understanding and development so they are ready for the next stage of their education.

Resources

The school will draw from a number of educational resources... For example: The PSHE Association, Medway Council, Betty Education, NSPCC, Home Office, as well as the National Curriculum.

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE.

RESOURCE	DETAILS	TOPICS COVERED
MEDWAY COUNCIL: Primary PSHE education - relationships and sex education 	<ul style="list-style-type: none">• 13 lesson plans• Key stage 1: 3 lessons• Key stage 2: 10 lessons	<ul style="list-style-type: none">• Special people, friendship• Growing and changing, body parts• Puberty• Understanding relationships• Conception and Pregnancy
NSPCC: Making Sense of Relationships 	<ul style="list-style-type: none">• 3 lesson plans – key stage 2• (also lesson plans for key stages 3 and 4)	<ul style="list-style-type: none">• Managing transition• Healthy friendships• Online relationships

HOME OFFICE: Disrespect Nobody	<ul style="list-style-type: none"> • Discussion guides to support campaign adverts • Key stages 2-4 	<ul style="list-style-type: none"> • Relationship abuse
BETTY: It's Perfectly Natural	<ul style="list-style-type: none"> • 2 lesson plans and accompanying video • Key stage 2-3 	<ul style="list-style-type: none"> • Growth and change • Menstruation and puberty
CORAM LIFE EDUCATION: Adoptables School Toolkit	<ul style="list-style-type: none"> • A lesson plan and accompanying video materials • Key stage 2-3 	<ul style="list-style-type: none"> • Different types of families • Supporting adopted young people
WOMEN'S AID: Expect Respect 	<ul style="list-style-type: none"> • Scheme of work • Key stages 1-4 	<ul style="list-style-type: none"> • Managing conflict • Healthy and unhealthy relationships • Bullying and harassment • Domestic abuse
CHRISTOPHER WINTER PROJECT: Teaching SRE with Confidence in Primary Schools 	<ul style="list-style-type: none"> • Scheme of work • Key stage 1-2 	<ul style="list-style-type: none"> • Family • Growing and changing, body parts • Puberty • Understanding relationships • Conception and Pregnancy
NSPCC: Underwear rule 	<ul style="list-style-type: none"> • Lesson plan and activity resources • Key stage 1-2 	<ul style="list-style-type: none"> • Body parts and privacy • Inappropriate touch
NSPCC: Share aware 	<ul style="list-style-type: none"> • 2 lesson plans • Key stage 1-2 	<ul style="list-style-type: none"> • Online safety and privacy awareness

Appendix 1

Information about how and why RSHE will be taught at Grasmere Primary School

Why are we teaching RSHE?

Because it is the right thing to do.

Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that.

RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.

Relationships and health education is a statutory requirement for all primary schools in England. The government, Ofsted and local advisors recommend that sex education (how a baby is conceived and born) is also taught in primary school.

At Grasmere Primary School we have decided to teach sex education, 'how babies are conceived and born' because young people tell us that the school is a trusted place where they would like to learn RSHE. (Sell 2019). Also, a recent consultation of secondary school students has seen 63% of year 10s say that they think that pupils should learn how a baby is made and born at primary school age. We believe that by teaching this topic here, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground. The decision to teach sex education was taken following consultation with parents/carers and governors.

The teaching of RSHE at Grasmere Primary School is informed by the law, national RSHE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.

Statutory Guidance on RSHE 2019

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Equality Act 2010 and The Public Sector Equality Duty 2014

School ethos and educational aims.

The teaching of RSHE in Grasmere Primary School is delivered within and influenced by all relating school policies

- Behaviour policy
- Antibullying policy
- Equality policy or statement
- Safeguarding policy
- Science Policy
- RE Policy

How will we ensure lessons are taught sensitively?

Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in RSHE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.

Single sex classes for some lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions

Use of anonymous question boxes

Same sex teachers for single sex groups

When will RSHE will be taught?

At Grasmere Primary School, RSHE will be taught during the summer term. This will be before the children start Secondary School so they feel comfortable to ask questions in a safe environment.

We have decided to teach sex education, 'how babies are conceived and born' because young people tell us that the school is a trusted place where they would like to learn RSHE. (Sell 2019). This will take place in year 6 during the summer term.

How will we ensure communication with parents/carers?

Grasmere Primary School will work with parents/carers and want to communicate what is going on in RSHE. Our aim is to offer an annual meeting to explain what will happen in RSE, so that parents/carers can, if they wish, talk to their children ahead of lessons. This will allow parents/carers to be ready for any questions that their child may have concerning what they have learnt in school. Whenever sex education (how a baby is made and born), outside of the national curriculum for science, is being taught, a letter will be sent home ahead of the lesson so that parents/carers are aware of what is being taught and in which week. Our intention is to make these lessons as sensitive to the background of all our pupils as possible and our hope is that they will all remain in the lesson so that they learn facts from a Teacher rather than second-hand in the playground. However, the school respects the right of parents/carers to remove their children from sex education if they wish. Parents/carers who wish to remove their children from all or just part of sex education, need to inform the school in writing, following a meeting with someone from the SLT to discuss concerns, alternative provision can be made for the child. This process will be documented.

Who will be teaching RSHE?

Sex Education at Grasmere Primary School will be taught by Class Teachers, who have received borough and in school training to ensure that it is taught in an age appropriate and sensitive

way.

What materials will be used to deliver RSHE?

In Grasmere Primary School, we have chosen to use a variety of materials to deliver RSHE, from whichever source we think is best suited to our pupils. We do however use Medway in partnership with the PSHE association for much of our teaching of RSHE.

Scheme of Work

It is the aim of Grasmere Primary School to provide all our pupils with high quality, pupils sensitive, evidence based and age and developmentally appropriate RSE that is sensitive to our pupils background and needs. If there are any questions about what we teach and why then please contact us at info@grasmere.hackney.sch.uk

Appendix 2

Explanation of terms:

Relationships, sex and health education (RSHE), is the term most often used by schools in Hackney. Health education appears in the same set of guidance from the DfE (2019) is very closely related to relationships and sex education and is often linked in lessons.

Relationships education (Rel Ed)– this, along with health education (HE) is statutory in all primary schools and includes topics like the importance of positive relationships, families and friends, healthy eating and hygiene.

Relationships and sex education (RSE) – sexual reproduction in animals is taught as part of national curriculum science in year 5, human reproduction is often included at the end of key stage 2, following on from the science curriculum in year 5. Beyond that sex education is non-statutory in primary schools.

Lesson overview and long-term plan for primary RSHE

This long-term plan contains all the topics that the RSHE guidance says primary school pupils should know by the time they leave primary school.

School Year	National Curriculum Subjects	RSHE Lesson Content	Notes
	That should be seen as part of the RSHE curriculum, but may be taught in other subjects, as well as part of a school wide, integrated or cross curricular approach to RSHE.	Following consultation with governors, teachers, councillors, parents/carers, children and young people. In line with the DfE Statutory Guidance for RSHE (2019)	
1-6		<p>Caring friendships 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.</p> <p>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. The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they</p>	Some topics should be reiterated in age appropriate ways in each year of primary school to build on previous teaching. A number of these over-arching topics are

		<p>should show due respect to others, including those in positions of authority.</p> <p>Being Safe Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 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.</p> <p>Physical health and fitness How and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Healthy Eating The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.</p> <p>Health and Prevention The importance of sufficient good quality sleep for good. health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Basic First Aid How to make a clear and efficient call to emergency services if necessary.</p>	<p>included in this year 1-6 section.</p> <p>Minority family backgrounds should be included here in a natural and caring way. Respect for difference may not mean agreement with, but by fostering respectful relationships the school will help pupils to adopt a positive approach to difference.</p>
1-2	<p>Computing Use technology safely and respectfully, keeping personal information private; where to go for help when they have concerns about content or contact on the internet</p> <p>P.E Able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p> <p>Science Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Families and people who care for us That families are important for children growing up because they can give love, security and stability. 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.</p> <p>Caring friendships How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive to 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.</p> <p>Being safe 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.</p> <p>Mental wellbeing That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the 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 to use when talking about their own and others' feelings</p> <p>Internet safety how to keep safe online and seek help if needed That for most people the internet is an integral part of life and has many benefits.</p> <p>Physical health and fitness The characteristics and mental and physical benefits of an active lifestyle.</p> <p>Health and prevention Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Personal hygiene and germs including bacteria, viruses, how they spread and the importance of handwashing.</p> <p>Growing and that people change as they grow. Good health and how eating the right sorts of food in the right quantities, drinking enough, air quality, exercise and hygiene has an effect on health. Can be linked to RSHE healthy eating and health and prevention.</p>	
3 – 4		<p>Families and people who Care for me That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's</p>	

Computing

Use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact

Computing

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Science

Identify that animals, including humans, need the right types and amount of nutrition and get nutrition from what they eat.

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 relationships

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Respectful Relationships

Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness.

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

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.

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) that 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.

Mental Wellbeing

That mental wellbeing is a normal part of daily life, in the same way as Physical Health.

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.

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)

Internet safety and harms

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.

Why Social Media, some computer games and online gaming, for example are age restricted. Where and how to report concerns and get support with online issues.

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content).

Physical health and fitness

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).

Health and prevention

The facts and science relating to allergies, immunisation and vaccination.

Computing is included here too as in the guidance it is separated into relationships education and health education. In reality internet safety is taught in both computing and RSHE with relationships and health education being merged into one lesson

		<p>Changing adolescent body</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>The DfE, Ofsted and common sense say that children should understand about puberty before onset. Puberty starts at different times for different children, so the school needs to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.</p>
5-6	<p>Science</p> <p>Describe the changes as humans develop to old age. Describe the differences in the lifecycles of a mammal</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Families and people who care for me</p> <p>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 others lives.</p> <p>Online relationships</p> <p>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.</p> <p>Changing adolescent body</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Many topics important at this age group, such as caring and respectful relationships etc... are included in the year 1-6 section at the beginning of this appendix. Please bear that in mind when planning individual lessons</p> <p>The DfE, Ofsted and common sense, say that children should understand about puberty before its onset. Puberty starts at different times for different children so the school needs to be sensitive to the development of their pupils and ensure that puberty is taught in a timely manner.</p>
5-6	Sex Education	How babies are made and born	<p>This is a recommended topic for primary schools; however it is not statutory to teach it in primary schools. Most year 10s (63%) questioned in three schools have said that they think human reproduction should be taught to primary age children.</p>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families feeling cared for	Recognising privacy; feeling cared for staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs looking after the environment	Using the internet and digital devices; Communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities being the same and different in the community	The in everyday life; online internet content and information	What money is; needs and wants; looking after money	Why sleep is important-medicines and keeping healthy keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships including online	Responding to hurtful behaviour; managing confidentiality recognising risks online	Respecting differences and similarities discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Medicines household products and drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental Wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; loss and bereavement managing change, time online	Human reproduction and birth increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – Question Based Model

Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Professional development

All teachers will be kept up to date with developments in RSHE practice and how they will be able to develop and improve their practice on a regular basis.

All class teachers will receive training on new Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education and any changes will be determined in staff meetings and by SLT.

Reviewed October 2023

Review next October 2024