

Brackensdale Spencer Academy

Relationships, Sex and Health Education Policy April 2024

BRACKENSDALE
SPENCER ACADEMY

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Date: April 2024

Last reviewed on: 22.4.24

Next review due by: 22.4.25

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1.1 Introduction

The teaching of Relationships, Sex and Health Education (RSHE) at Brackensdale Spencer Academy is tailored specifically to the needs of our pupils. We use a cross-curricular approach to offer children the opportunity to understand important issues and ask questions in a safe, supportive environment. RSHE is taught through our Physical, Social, Health Education (PSHE) curriculum using SCARF to ensure all aspects of RSHE covered. Relationships, Sex and Health Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationship, Sex and Health Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support that they need to grow and develop.

In this document, Relationships, Sex and Health Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use RSHE as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding RSHE, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

Every child is entitled to receive Relationships, Sex and Health Education. It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision where this is required.

1.2 RSHE

Our PSHE curriculum has been developed to ensure that the statutory guidance is taught effectively. The new relationships part of the curriculum will cover five main topics 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The RSHE curriculum allows schools to decide on the content of the sex education programme, and ensure that it is 'tailored to the age and the physical and emotional maturity of the pupils'. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born'. We will do this through our PSHE Curriculum and through our weekly SCARF sessions. We will also have a week of teaching RSHE

during the summer term, where, in the weeks before, parents will be invited in to look at the sessions being taught and to have a place to raise concerns and to have questions answered.

The Health Education section in the new curriculum has four main topics: puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. Together, along with the Science curriculum, the RSHE curriculum aims to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

1.3 Safeguarding

It is widely agreed that all children must be able to identify abusive behaviour, and be able to seek help if they are experiencing or notice abuse. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. [The new curriculum](#) promotes equal, safe and enjoyable relationships and is to be taught in a way which fosters both gender, and LBQT equality, which is line with the Equalities Act 2010.

1.4 The Moral and Values Framework

Relationships, Sex and Health Education is required to be taught within a moral framework. Children at Brackensdale learn about moral values through all aspects of school life and in all curriculum areas, including detailed discussion of moral issues in weekly PSHE sessions as well as through our 'Be Kind, Shine Bright and Aim High' values. This focus on moral values is also evident in RSHE. We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

1.5 Aims of Relationship and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education through Brackensdale's curriculum aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem and self - confidence;
- provide the confidence to be participating members of society and to value themselves and others;
- prepare pupils for puberty;

- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- give them information on where individuals and families can get help and support.

1.6 Context

We teach Relationships, Sex and Health Education in the context of the school's curriculum and life skills framework. Whilst Sex and Relationships Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Relationships, Sex and Health Education with the beliefs that:

- RSHE should be taught in the context of loving relationships and family life;
- RSHE is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-awareness and self-control.

1.7 Equality

At Brackensdale, our RSHE curriculum ensures that all children have a good understanding of equality and diversity in order that they are respectful global citizens. This is taught explicitly through our SCARF sessions as part of Respectful Relationships. In addition, further sessions are planned and taught according to the needs of individual classes, year groups and in response to external events.

1.8 Teaching and Learning including Delivery of the Curriculum

We teach Relationships, Sex and Health Education discretely by the class teacher. However, some of the biological aspects are covered in Science. Most of the RSHE content is covered during one week in the Summer term, where our focus is healthy relationships and we use resources and sessions from SCARF. The curriculum for RSHE maps out objectives for each year group. These themes progress as children move through the school. Resources for RSHE are kept centrally in

school. Curriculum coverage is monitored through learning walks, floor book looks and pupil voice and is reviewed on a yearly basis.

At Brackensdale, we also teach Relationships, Sex and Health Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with Religious Education (R.E), children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

As Relationships, Sex and Health Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

1.9 The Role of Parents

At Brackensdale Spencer Academy, we understand that the primary role in children's Relationships, Sex and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSHE policy and practice;
- answer any questions that parents may have about the RSHE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.

2.0 The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's RSHE policy and on the instructions of the Principal.

2.1 Confidentiality

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection and safeguarding policy.

2.2 Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Principal or another safeguarding lead, who can discuss the matter with the parent, or follow other appropriate procedures.

Where appropriate, question boxes are made available to the student so that they may ask questions that are not answered during the lesson being taught. Teachers will use their professional judgement when dealing with any such questions and will refer to the child protection and safeguarding policy and all relevant safeguarding information when answering.

2.3 Procedures for Withdrawal of Pupils

Parents can still remove their children from the sex education element of the new curriculum. There is no option for parents to remove their children from Relationships or Health Education. It is recommended that all schools keep a record of any requests by parents to remove their children from any part of the RSHE. However, we do ask that parents considering such a step, first talk it through with their child and their class teacher, and then, if necessary, contact the Principal.

2.4 Children with Additional Needs

We ensure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional needs are properly included in RSHE or it may mean additional support within lessons, small group or individual lessons and the adapting of resources to enable access. Parents may be consulted individually with regards to children with additional needs.

2.5 Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy will be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

Appendix 1

PSHE Curriculum with Statutory Relationships objectives: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. Links to SCARF sessions for each year group included.

Statutory Requirement Families and people who care for me	Y1	Y2	Y3	Y4	Y5	Y6
1. That families are important for children growing up because they can give love, security and stability.	Who are our special people?	My special people	Family and friends	Friend or acquaintance? My feelings are all over the place!		Advertising friendships! Joe's story (part 2) What's the risk? (2)
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.	Taking care of a baby Who are our special people?	My special people	Family and friends Looking after our special people	Friend or acquaintance? My feelings are all over the place!	Help! I'm a teenager - get me out of here!	Dan's day Helpful or unhelpful? Managing change
3. 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.	Same or different? Who are our special people? Our special people balloons	My special people	Family and friends Let's celebrate our differences	My feelings are all over the place! The people we share our world with What would I do? Together	The land of the Red People	Making babies Don't force me
4. 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.	Same or different? Our special people balloons Who are our special people?	My special people	Family and friends	Together	Help! I'm a teenager - get me out of here!	Don't force me Making babies
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.				Together		Don't force me

6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Good or bad touches? Who can help? (1) Surprises and secrets				Growing up and changing bodies	Don't force me Helpful or unhelpful? Managing change

Statutory Requirement Caring friendships	Y1	Y2	Y3	Y4	Y5	Y6
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Good friends	Being a good friend	Looking after our special people Friends are special Relationship Tree	Friend or acquaintance? Together Can you sort it?	How good a friend are you? Qualities of friendship It could happen to anyone	Advertising friendships! Dan's day Joe's story (part 2)
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Good friends How are you listening? Pass on the praise! Harold has a bad day It's not fair! Unkind, tease or bully? Who can help? (2)	Being a good friend	Relationship Tree Friends are special Looking after our special people	Friend or acquaintance? Ok or not ok? (part 2) Ok or not ok? (part 1) An email from Harold! Can you sort it? Making choices (formerly Conformatron control)	It could happen to anyone Qualities of friendship Give and take How good a friend are you? Relationship cake recipe Being assertive	Dan's day Advertising friendships! Solve the friendship problem OK to be different What's the risk? (1) Joe's story (part 1)
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Good friends Who can help? (2) Unkind, tease or bully? It's not fair!	Being a good friend A helping hand An act of kindness	Being a good friend A helping hand An act of kindness	An email from Harold! Ok or not ok? (part 1) Keeping ourselves safe Can you sort it?	How good a friend are you? Give and take Qualities of friendship It could happen to anyone Being assertive Relationship cake recipe The land of the Red People	What's the risk? (1) Solve the friendship problem Advertising friendships! Dan's day Joe's story (part 1) Joe's story (part 2)

4. 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 are you listening? It's not fair! Harold has a bad day Surprises and secrets Unkind, tease or bully? Who can help? (2) Who can help? (1)	Solve the problem	How can we solve this problem? Friends are special	Ok or not ok? (part 1) Ok or not ok? (part 2) Can you sort it? What would I do?	Qualities of friendship How good a friend are you? Relationship cake recipe	Advertising friendships! Solve the friendship problem Joe's story (part 2)
5. 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	How are you listening? Pass on the praise!	Solve the problem Getting on with others	Relationship Tree	Ok or not ok? (part 2) Ok or not ok? (part 1) What would I do? Keeping ourselves safe How dare you! My feelings are all over the place!	Qualities of friendship It could happen to anyone Relationship cake recipe Being assertive Ella's diary dilemma	Solve the friendship problem Advertising friendships! What's the risk? (1) Joe's story (part 1)
situations and how to seek help or advice from others, if needed.				Can you sort it? Islands		Assertiveness skills (formerly Behave yourself - 2)

<u>Statutory Requirement</u> Respectful relationships	Y1	Y2	Y3	Y4	Y5	Y6
1. 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	Pass on the praise! How are you listening? Same or different? Sharing opinions: crosscurricular skills	What makes us who we are? Sharing opinions: crosscurricular skills	Zeb How can we solve this problem? Let's celebrate our differences Respect and challenge Our friends and neighbours Thanks For or against?	Ok or not ok? (part 1) Ok or not ok? (part 2) Friend or acquaintance? Under pressure What makes me ME! (formerly Diversity World) Can you sort it? The people we share our world with Making choices (formerly Conformatron control) What would I do?	Qualities of friendship Happy being me Kind conversations Stop, start, stereotypes Being assertive Spot bullying Is it true? The land of the Red People Help! I'm a teenager - get me out of here!	Is this normal? What's the risk? (1) OK to be different Respecting differences Don't force me I look great! Media manipulation Joe's story (part 1) Boys will be boys? - challenging gender stereotypes Behave yourself We have more in common than not Tolerance and respect for others

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Same or different? Why we have classroom rules Harold has a bad day It's not fair!	How do we make others feel? Our ideal classroom (1) What makes us who we are? An act of kindness	Let's celebrate our differences For or against? Thunks	Ok or not ok? (part 1) What would I do? The people we share our world with My feelings are all over the place! Can you sort it? What makes me ME! (formerly Diversity World) Human machines	Kind conversations Happy being me Qualities of friendship Help! I'm a teenager - get me out of here! The land of the Red People Is it true? Ella's diary dilemma	Respecting differences Tolerance and respect for others Behave yourself Boys will be boys? - challenging gender stereotypes I look great! Assertiveness skills (formerly Behave yourself - 2)
3. The conventions of courtesy and manners.	Pass on the praise! It's not fair! Harold has a bad day Why we have classroom rules Harold's school rules	Our ideal classroom (2) An act of kindness Getting on with others	Respect and challenge Thunks For or against?	In the news! What would I do?	Qualities of friendship Happy being me Relationship cake recipe Help! I'm a teenager - get me out of here!	Respecting differences
4. The importance of self-respect and how this links to their own happiness.				Keeping ourselves safe How dare you!	Happy being me Kind conversations Qualities of friendship	What's the risk? (1)
				What makes me ME! (formerly Diversity World) Ok or not ok? (part 2)	Help! I'm a teenager - get me out of here! The land of the Red People Relationship cake recipe Ella's diary dilemma	Assertiveness skills (formerly Behave yourself - 2) I look great! Media manipulation Behave yourself Joe's story (part 1)
5. 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.	Pass on the praise! Harold's school rules Taking care of something Who can help? (2) Unkind, tease or bully? Harold has a bad day	Bullying or teasing? Don't do that! Getting on with others Types of bullying	Zeb	Ok or not ok? (part 2) Ok or not ok? (part 1) Safety in numbers Can you sort it? The people we share our world with What would I do?	Qualities of friendship Taking notice of our feelings Kind conversations Happy being me Ella's diary dilemma Relationship cake recipe The land of the Red People	Respecting differences Behave yourself Assertiveness skills (formerly Behave yourself - 2) Don't force me Tolerance and respect for others We have more in common than not Joe's story (part 2) Acting appropriately

6. 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.	Unkind, tease or bully? Who can help? (2)	Don't do that! Bullying or teasing? Types of bullying Getting on with others	Zeb Let's celebrate our differences	Safety in numbers Under pressure What would I do? Keeping ourselves safe How dare you!	Happy being me Stop, start, stereotypes Is it true?	OK to be different What's the risk? (1) Acting appropriately We have more in common than not Behave yourself Boys will be boys? - challenging gender stereotypes
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.			Zeb Family and friends	That is such a stereotype!	Happy being me Stop, start, stereotypes Is it true?	Boys will be boys? - challenging gender stereotypes Media manipulation Two sides to every story
8. The importance of permissionseeking and giving in relationships with friends, peers and adults.	Good or bad touches? Surprises and secrets			Islands Secret or surprise?	Growing up and changing bodies Ella's diary dilemma	It's a puzzle Think before you click! Don't force me Assertiveness skills (formerly Behave yourself - 2) Fakebook friends

Statutory Requirement Online relationships Link to Computing	Y1	Y2	Y3	Y4	Y5	Y6
1. That people sometimes behave differently online, including by pretending to be someone they are not.			I am fantastic! None of your business!		Spot bullying Would you...?	Fakebook friends Media manipulation Pressure online

2. 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.			None of your business! Relationship Tree Zeb Let's celebrate our differences	How do we make a difference?	Spot bullying Is it true? Communication	It's a puzzle Think before you click!
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			None of your business! Super Searcher	Picture Wise	Communication Is it true? Spot bullying Would you...?	It's a puzzle Think before you click! Pressure online To share or not to share? What's the risk? (2) Traffic lights
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			Super Searcher Recount task None of your business!		Is it true? Would you...? Fact or opinion?	Pressure online It's a puzzle Think before you click!
5. How information and data is shared and used online.			None of your business! Super Searcher	Picture Wise In the news! That is such a stereotype! Raisin challenge (2)	Is it true? Would you...? Spot bullying	It's a puzzle Pressure online To share or not to share? Traffic lights

Statutory Requirement Being safe	Y1	Y2	Y3	Y4	Y5	Y6
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1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Surprises and secrets Good or bad touches? Harold's school rules	How safe would you feel? What should Harold say? Should I tell? Fun or not? Some secrets should never be kept	Dan's dare Safe or unsafe? None of your business! Raisin challenge (1)	Raisin challenge (2) Islands Secret or surprise? How dare you!	Taking notice of our feelings Is it true? Would you risk it? Would you...? Ella's diary dilemma	It's a puzzle Think before you click! What's the risk? (1) To share or not to share? What's the risk? (2) Acting appropriately Pressure online
2. 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.	Good or bad touches? Surprises and secrets	Should I tell? Some secrets should never be kept Respecting privacy My body, your body	Secret or surprise?	Secret or surprise?	Dear Ash Growing up and changing bodies Ella's diary dilemma	It's a puzzle Dear Ash Acting appropriately What's the risk? (2) To share or not to share?
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Keeping privates private	I don't like that! Fun or not? Some secrets should never be kept	Body space	Secret or surprise? Islands	Growing up and changing bodies Taking notice of our feelings	To share or not to share? Acting appropriately Pressure online Making babies
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Surprises and secrets Some secrets should never be kept	I don't like that! What should Harold say?	Danger or risk? Safe or unsafe? None of your business!	Danger, risk or hazard? Secret or surprise?	Taking notice of our feelings Dear Ash Would you...?	It's a puzzle Dear Ash Pressure online Acting appropriately What's the risk? (2)
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Surprises and secrets Thinking about feelings Our feelings Good or bad touches? Who can help? (1)	How safe would you feel? Should I tell? Fun or not?	Safe or unsafe? The Risk Robot None of your business!	Danger, risk or hazard? Secret or surprise? Islands	Dear Ash Taking notice of our feelings	Dear Ash Acting appropriately Pressure online
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Surprises and secrets	Feeling safe	Raisin challenge (1)	Who helps us stay healthy and safe? How dare you!	Dear Ash	Dear Ash Acting appropriately Making babies Behave yourself
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Surprises and secrets Good or bad touches? Keeping privates private	Feeling safe		Who helps us stay healthy and safe? Safety in numbers All change! Secret or surprise?	Taking notice of our feelings Dear Ash	Dear Ash Is this normal? Making babies Don't force me

						Acting appropriately
						To share or not to share?
8. Where to get advice e.g. family, school and/or other sources.	Good or bad touches? Surprises and secrets	Feeling safe	Helping each other to stay safe	Who helps us stay healthy and safe?	Taking notice of our feelings Dear Ash	Dear Ash Acting appropriately Making babies

Statutory Requirement Mental wellbeing	Y1	Y2	Y3	Y4	Y5	Y6
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	Our feelings			Different feelings	How good a friend are you?	Rat Park Dan's day Fakebook friends Five Ways to Wellbeing project
2. 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.	Our feelings Harold loses Geoffrey Thinking about feelings Feelings and bodies	Sam moves house I don't like that! How are you feeling today? Let's all be happy! Some secrets should never be kept	My special pet	Different feelings Moving house Secret or surprise?	How good a friend are you? How are they feeling? Our emotional needs	Dan's day Helpful or unhelpful? Managing change
3. 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.	Feelings and bodies Thinking about feelings Our feelings	An act of kindness Harold's picnic When I feel like erupting How are you feeling today? How do we make others feel? My day	My special pet	Moving house An email from Harold! Different feelings Ok or not ok? (part 1) Secret or surprise? When feelings change My feelings are all over the place! Ok or not ok? (part 2)	How are they feeling? How good a friend are you? Our emotional needs	Dan's day Rat Park I look great!

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Our feelings Thinking about feelings	When I feel like erupting	My special pet	Different feelings My feelings are all over the place! When feelings change How dare you! Islands	How are they feeling? Our emotional needs	Rat Park Dan's day Helpful or unhelpful? Managing change Joe's story (part 1)
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.		Harold's picnic	My community Our helpful volunteers	Volunteering is cool	Mo makes a difference	Rat Park Community art Action stations! Five Ways to Wellbeing project
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Feelings and bodies Who are our special people?					Advertising friendships! Rat Park
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Feelings and bodies Thinking about feelings Our feelings	When someone is feeling left out		An email from Harold!		Five Ways to Wellbeing project Joe's story (part 1) Helpful or unhelpful? Managing change
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Who can help? (2) Unkind, tease or bully?		Let's celebrate our differences Zeb	Under pressure	Spot bullying Communication	
9. 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).		Let's all be happy!		Moving house	Our emotional needs	Rat Park Helpful or unhelpful? Managing change

<u>Statutory Requirement</u> Internet safety and harms Link to Computing	Y1	Y2	Y3	Y4	Y5	Y6
1. That for most people the internet is an integral part of life and has many benefits.			Super Searcher			It's a puzzle
2. 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.				Raisin challenge (2) That is such a stereotype! I look great!	Is it true?	Boys will be boys? - challenging gender stereotypes Five Ways to Wellbeing project Media manipulation

3. 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.			Super Searcher None of your business!	Picture Wise	Is it true?	It's a puzzle Traffic lights To share or not to share?
4. Why social media, some computer games and online gaming, for example, are age restricted.			As a rule		Spot bullying Star qualities?	Think before you click! Fakebook friends
5. 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.			Zeb Let's celebrate our differences None of your business!	Under pressure	Would you...? Is it true?	It's a puzzle Think before you click! Media manipulation To share or not to share?
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			Super Searcher Recount task	Raisin challenge (2) In the news!	Is it true? What's the story? Smoking: what is normal? Fact or opinion?	Boys will be boys? - challenging gender stereotypes Fakebook friends Two sides to every story
						What's the risk? (2)

7. Where and how to report concerns and get support with issues online.			None of your business!	In the news!	Would you...?	It's a puzzle To share or not to share?
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Statutory Requirement Physical health and fitness Link to PE	Y1	Y2	Y3	Y4	Y5	Y6
1. The characteristics and mental and physical benefits of an active lifestyle	Healthy me	My body needs...				
2. 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.		My day			What's the story?	Five Ways to Wellbeing project
3. The risks associated with an inactive lifestyle (including obesity).	Healthy me				What's the story?	
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Inside my wonderful body!					Who helps us stay healthy and safe?

Statutory Requirement Healthy eating Link to PE	Y1	Y2	Y3	Y4	Y5	Y6
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	I can eat a rainbow Eat well	My day My body needs...	Derek cooks dinner! (healthy eating)	Danger, risk or hazard? SCARF Hotel (formerly Diversity World Hotel)	What's the story?	
2. The principles of planning and preparing a range of healthy meals	I can eat a rainbow Eat well		Derek cooks dinner! (healthy eating)	SCARF Hotel (formerly Diversity World Hotel)		

3. 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).	Eat well I can eat a rainbow		Derek cooks dinner! (healthy eating) Alcohol and cigarettes: the facts Help or harm?	SCARF Hotel (formerly Diversity World Hotel) Know the norms (formerly Tell Mark II)		Rat Park What sort of drug is...? Drugs: it's the law! Joe's story (part 1) Alcohol: what is normal?

<u>Statutory Requirement</u> Drugs, alcohol and tobacco	Y1	Y2	Y3	Y4	Y5	Y6
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.	What could Harold do?	Harold's picnic	Help or harm? Alcohol and cigarettes: the facts		Smoking: what is normal? Drugs: true or false? Getting fit Thinking' about habits	What sort of drug is...? Rat Park What's the risk? (1) Alcohol: what is normal? Drugs: it's the law!

<u>Statutory Requirement</u> Health and prevention	Y1	Y2	Y3	Y4	Y5	Y6
3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Super sleep Healthy me	My body needs...				
4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Healthy me Harold's wash and brush up	Harold's bathroom				

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Harold's wash and brush up Catch it! Bin it! Kill it!	Harold's postcard - helping us to keep clean and healthy	Poorly Harold	Medicines: check the label		What is HIV?
6. The facts and science relating to allergies, immunisation and vaccination.		Harold's postcard - helping us to keep clean and healthy				

Statutory Requirement Basic First Aid	Y1	Y2	Y3	Y4	Y5	Y6
1. How to make a clear and efficient call to emergency services if necessary.	Basic first aid	Basic first aid Feeling safe	Basic first aid	Basic first aid	Basic first aid	Basic first aid
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Basic first aid	Basic first aid	Basic first aid	Basic first aid	Basic first aid	Basic first aid

Statutory Requirement Changing Adolescent Body	Y1	Y2	Y3	Y4	Y5	Y6
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1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Taking care of a baby Then and now	Haven't you grown! My body, your body	My changing body	My feelings are all over the place! Period positive All change!	Growing up and changing bodies Help! I'm a teenager - get me out of here!	Is this normal? Making babies
2. About menstrual wellbeing including the key facts about the menstrual cycle.			My changing body	Period positive	Growing up and changing bodies	Is this normal? Making babies