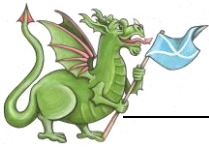




**Ogbourne CE Primary School**  
Personal, Health and Social Education  
(PHSE) and Relationships and Sex Education  
(RSE) Policy

Date of approval: May 2023  
Approved by Ogbourne Academy Committee  
Review date May 2027



## Rationale

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

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

In teaching Relationships and Sex Education (RSE), we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Ogbourne Primary School we teach Relationships and Sex Education as set out in this policy.

### 1. Policy Development

This policy was written by Louise Procter and developed in consultation with parents, teachers and other school staff, the Academy Committee and the pupils at Ogbourne CE Primary. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the Academy Committee.

### 2. Legal requirements of schools

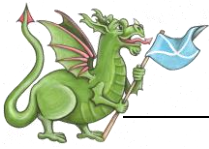
It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools<sup>1</sup>.

We at Ogbourne CE Primary school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

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<sup>1</sup> Except Independent Schools where PSHE education remains statutory.



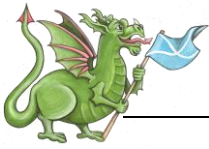
### 3. What is Personal, Social, Health and Economic (PSHE) education including Relationships Education

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers; (we use Zones of Regulation to support this once a term)
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.



4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Ogbourne, we use SCARF, a comprehensive scheme of work for PSHE and well-being education. An overview of SCARF can be found in our appendices<sup>2</sup>. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the [National Curriculum](#).

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work e.g safely crossing the local road, local police visit and other visitors that are linked to a specific topic. The school council are also consulted on some of our planning, such as our anti-bullying policy and the buddy programme, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mrs Procter, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be specific to situations arising in the class. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

5. What is being taught

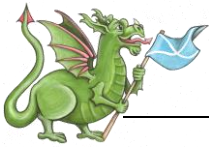
In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage<sup>3</sup> as well an overview of our Science programmes of study<sup>4</sup>.

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<sup>2</sup> SCARF long term planning document <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

<sup>3</sup> SCARF medium term planning documents <https://www.coramlifeeducation.org.uk/scarf/lesson-plans/policy-and-planning>

<sup>4</sup> *Relationships and Sex Education can also be found within National Curriculum Science*



### The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities. In term 6, when we teach about where babies come from, we use the word tummy instead of womb. Please see the appendix for the vocabulary list.

KS1 and KS2

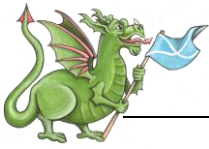
The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. **Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF.** This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.



Please see the appendix for the vocabulary list.

**6. How PSHE education, including Relationships Education, is taught**

Children are taught PSHE lessons by a teacher once a week, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, particularly in Term 6, we create a safe learning environment, using a group agreement at the beginning of lessons or topics. For example, in Poplars, the children discuss and agree on ground rules. Please see appendices. A confidentiality statement, understood by adults and children, ensures that everyone feels able to contribute. The teachers will also use a range of skills, including distancing techniques and the anonymous question box in Poplars. Teachers will answer children's questions factually and honestly in an **age appropriate** way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website. Boys and girls are taught in mixed classes except for the detailed puberty lessons in Poplars (Year 5/6) when girls are taught about sanitary products and boys are taught about wet dreams etc. Sanitary products are made available for any pupils who need them and one of the girls' toilet's has a sanitary bin.

The lesson on menstruation is taught every year in Willows. Although this is part of the Science curriculum for Year 5, the DfE strongly recommends that this is taught earlier as girls can start their periods as young as eight.

Support is provided to children experiencing difficulties on a one-to-one basis, via our ELSA, Mrs Stannard. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

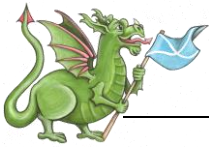
**7. How PSHE education, including Relationships Education, is taught taking into account we are a church school**

As Ogbourne CE Primary school is a church school, as well as teaching about different family units, we will also highlight the factual elements of marriage for Christians. This will include discussion of marriage in a church alongside marriage in a registry office during Willows term 6 lesson on "Relationships including marriage". We also incorporate our Christian values into our PSHE lessons especially the values of love, friendship and respect.

**8. How PSHE education is monitored, evaluated and assessed**

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

Assessment is conducted through pupil voice, monitoring play ground behaviour and looking at evidence of work.



The PSHE education subject lead reports to the head on monitoring and learning in the subject. Areas for development are also identified. The PSHE education subject lead has specially-allocated management time, enabling them to review evidence of the children's work and monitor any assessments made.

#### 9. How the delivery of the content will be made accessible to all pupils

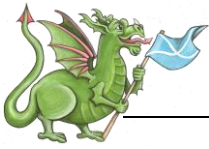
It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.



### How SCARF supports teaching and learning about protected characteristics

The UK government recognises how important it is that *"All children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. When we inspect schools, we assess how well they equip children to do this."* (Ofsted guidance: [Inspecting teaching of the protected characteristics in schools](#), UK Gov. 2021)

Ofsted's guidance also states that inspectors will gather evidence of how schools promote equality and pupils' understanding of the protected characteristics.

This will be mainly through the **Personal Development** judgement:

***Schools are not required to teach about all the protected characteristics in every year group; that is a matter for the school to decide, and how it plans its curriculum. However, the curriculum should be planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school.***

Crucially, the guidance goes on to state that:

***There is a range of ways schools can choose to teach about these issues in an age-appropriate way. Primary schools could, for example, teach pupils about the different types of family groups that exist within society... As stated in the [DfE's statutory guidance](#), teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.***

Teaching and learning about protected characteristics is therefore fully integrated into SCARF, through age-appropriate content across the SCARF spiral curriculum.

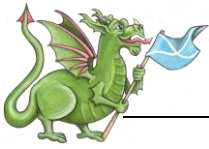
However, some protected characteristics benefit from the in-depth coverage that will give children time to explore the knowledge and attitudes that will help them develop an appreciation of them. We've mapped the SCARF lessons that provide this greater depth to the relevant protected characteristics, but it's important to understand that teaching and learning about them threads through the vast majority of SCARF lesson plans. [Protected Characteristics across SCARF \(coramlifeeducation.org.uk\)](https://coramlifeeducation.org.uk)

Please see the Ogbourne and EAT policies on anti-bullying, equality, diversity and inclusion for further information. These are all available on our website.

### **10. Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.





Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal. Please see the parent withdrawal form in the appendices.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. If parents ask, then we will show them examples of the resources we plan to use. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

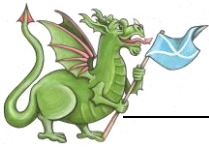
#### **11. Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE lead (Mrs Procter).

#### **12. Policy Review and Development Plan**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, the Academy Committee and pupils.



*\*Any priority areas for development of PSHE education, e.g. provision of staff training, should be listed here.*

### 13. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Relationships and Sex Education (RSE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

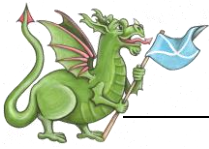
- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2019)

### **Useful resources/Appendix**

*Note: links to these resources are referenced earlier in this template guidance. Documents from the SCARF website are subject to copyright, but can be shared with parents in an appendix within this policy. However please note that logins to the SCARF resources is strictly limited to staff within school. Sharing logins with parents is not permitted.*

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:



<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/RSE-policy-guidance>

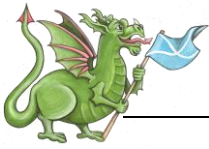
The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school Relationships and Sex policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20RSE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

A copy of a letter sent to parents of Willows (Y3/4) children regarding the lesson on menstruation follows, as does the long term plan for PSHE, Ground rules for Term 6 work, the parental form regarding withdrawal from sex education in RSE and the vocabulary for parents:



Dear Parents,

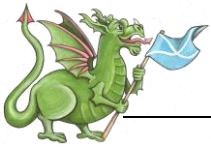
For your information, I will be talking to the class about menstruation this Friday afternoon. Our PSHE (Personal, Social, Health and Economic Education) /Relationships Education theme is 'Growing and Changing' which focuses on healthy relationships at an age appropriate level. We have looked at different relationships with pets, family members, friends, club leaders, teachers etc. and then we looked at personal body space and the difference between secrets and surprises. This Friday, we will learn that periods are a normal part of puberty for girls. Although this is part of the Science curriculum for Year 5, the DfE strongly recommends that this is taught earlier as girls can start their periods as young as eight. For further details, please refer to the RSE consultation letter which was sent to parents on 18th March (accompanied by various information leaflets, an RSE Curriculum Map, and extracts from the Curriculum) and the website which also includes this information.

On Friday, I will show this two minute animation <https://kidshealth.org/en/teens/menstruation.html> which is at the bottom of the page. I will not be discussing how a lady becomes pregnant or how an egg is fertilised – this is covered in Year 6. If the children ask me questions about this, I will explain they will learn about this in Year 6. After watching the animation, the children will label the different internal parts of the female reproductive system – the fallopian tubes, uterus/womb, cervix, ovary. I will explain that there is a small amount of blood and that some ladies/girls use pads to protect their clothes. I will emphasis that there is no pain. At the end of the session, I will provide a "Question Box" so that children can ask questions anonymously if they want to which I will then address, if appropriate.

Please email me, via the admin address if you have any concerns.

Kind regards

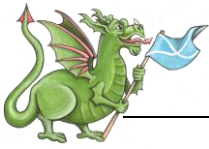
Louise Procter



**Parent form: withdrawal from sex education within RSE**

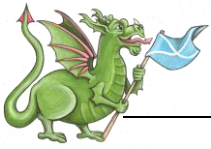
To Be Completed By Parents			
Name Of Child		Class	
Name Of Parent		Date	
Reason for withdrawing from Sex Education within Relationships & Sex Education			
Any other information you would like the school to consider			
Parent Signature			

To Be Completed By The School	
Agreed actions from discussion with parents	



Please find below a summary of key areas and vocabulary for each year group. (All areas are taught with sensitivity and through age-appropriate activities).

Year	Content	Vocabulary (Related to Changing Adolescent body and keeping safe – safeguarding)
Reception Acorns	Seasons and change, Life stages in plants, animals and humans, <b>Where do babies come from?</b> Getting bigger, <b>Me and my body</b> , Looking after my special people, Looking after my friends	Private parts, Egg, Seed, Penis, Vulva, nipples
Year 1 Oaks	<b>Extends from Reception plus...</b> Our special people, Caring behaviour, Respecting others, Safe touch, Unsafe secrets, Friendship, Communication, Bullying, Boundaries, Privacy including naming the genitals, Feelings	Private parts, Penis, Vulva, nipples, vagina, testicles
Year 2 oaks	<b>Extends from Year 1 plus...</b> How my behaviour (positive or negative) affects others, Becoming more independent, Keeping themselves and others safe, Growing from young to old and how people's needs change	Private parts, Penis, Vulva, Testicles, Nipples, Breasts
Year 3 Willows	<b>Extends from Year 2 plus...</b> Change including bereavement, Images in the media, Protecting personal information online, Different types of relationships, Healthy and unhealthy relationships (friendships), Discrimination and its consequences, Understanding risk, Making informed choices, Resisting pressure, Menstruation	Ovary, Vagina, Fallopian tube, Cervix, Uterus, Womb
Year 4 Willows	<b>Extends from Year 3 plus...</b> Body changes in puberty, Conflicting emotions, Good and not so good feelings, Marriage and other relationships, Consequences of our actions -Recognise and challenge stereotypes, Pressure to behave in an unacceptable, unhealthy or risky way.	Private parts, Penis, Vulva, Testicles, Nipples, Breasts, Puberty, Hormones
Year 5 Poplars	<b>Extends from Year 4 plus...</b> Body changes and feeling during puberty, Changing feelings and the effect on those we live with, Unhealthy relationships, Risky behaviour -Using social media safely, Types of bullying including homophobic bullying, Keeping personal information private online	Puberty, Penis, Vulva, Testicles, Nipples, Breasts, Pubic hair, Puberty, Hormones, Changes, Menstruation/ Sanitary products, Ovary, Vagina, Fallopian tube, Cervix, Uterus, Womb
Year 6 Poplars	<b>Extends from Year 5 plus...</b> Body image, Sharing images online, Forced marriage, Conception, reproduction & birth, HIV	Puberty, Penis, Vulva, Testicles, Nipples, Breasts, Pubic hair, Puberty, Hormones, Changes, Menstruation/ Sanitary products, Ovary, Vagina, Fallopian tube,

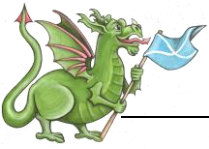


		Cervix, Uterus, Womb, Sexual reproduction, conception, ejaculation, sperm, egg, wet dream, relationship
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Further information about what your children will be learning can be found in the PSHE section of our school website.

Please follow the following link to find information about books and websites you can use at home;

[Helping your children understand changes at puberty \(coramlifeeducation.org.uk\)](http://coramlifeeducation.org.uk)



Long term planning

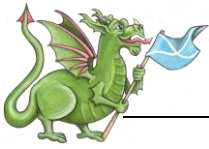

**SCARF**  
 Life Education

**PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes**  
 (Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b> <b>Cycle B 2022-23</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset: Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b> <b>Cycle A 2023-24</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset: Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b> <b>Cycle B 2022-23</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b> <b>Cycle A 2023-24</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b> <b>Cycle B 2022-23</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b> <b>Cycle A 2023-24</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

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# Ground Rules for RSHE

- G** Gigging is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.