



Relationships, Sex and Health Education Policy (RSHE) Policy

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This policy applies to the whole school, including the EYFS.

Rationale

At Davenies, we understand that our pupils must be provided with an education that enables them to make responsible, informed and healthy decisions about their lives both now and in the future. We recognise that a key part of this relates to relations and Sex Education (RSE) and Health

Education. This will be delivered to all of our pupils in an age-appropriate manner throughout the school.

The school adheres to the requirements of the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025 made under sections 34 and 35 of the Children and Social Work Act 2017 and will follow the [statutory guidance](#) as provided by the DfE. These regulations require:

- all primary schools in England to teach age-appropriate 'relationships education'; and
- all secondary schools in England to teach age-appropriate 'relationships and sex education (RSE)'.

Relationships and Sex Education is an important part of the PSHE curriculum at Davenies, where it is recognised as the right of all pupils to have access to sex education. The school has a duty to respect the different starting points of all its pupils however, and the importance of sensitivity in this matter is seen as being considerable. Alongside the teaching of Health Education, it allows us to promote the spiritual, moral, social and cultural development of pupils as well as developing their mental and physical wellbeing.

There is an obligation to provide pupils with high-quality and age-appropriate teaching in these subjects and we aim to set out below how this is organised and delivered to support the needs of all pupils at Davenies.

Roles and Responsibilities

The Governing Board, through the Academic and Welfare Committee is responsible for monitoring and approving this policy on an annual basis. The committee shares with the Full Governing Board any findings and recommendations as necessary. Should parents raise any questions or concerns about the delivery of RSHE then the Committee will give serious consideration to these recommendations. Governors ensure that the teaching materials and curriculum support and are in line with the school's ethos. The Governing Board are also expected to:

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

The Headmaster is responsible for ensuring that this policy is delivered effectively through the teaching of RSHE within the curriculum and ensuring that staff are suitably trained to deliver the subjects. In addition, he is responsible for ensuring that parents are fully informed of the policy and discussing with parents any requests for withdrawal. This will be done on consultation with the Head

of PSHE and the Deputy Head Pastoral. The Headmaster will also report to the Governing Board on this policy and will review it annually.

The Head of PSHE is responsible for overseeing the delivery of these subjects. They are also responsible for ensuring that subjects are age appropriate and of high quality as well as ensuring that there are adequate resources to support the teaching of these subjects. They are also responsible for ensuring that the school meets the statutory requirements in relation to the RSHE curriculum. The teachers of RSHE are responsible for delivering the curriculum in a high quality and age-appropriate way in line with statutory requirements. They also must not enforce personal views or beliefs when delivering the programme and they are expected to ensure that all teaching materials and views shared are balanced and well explained. They should model positive attitudes to PSHE and respond to any Safeguarding Concerns in line with the school policy. The Head of PSHE will also be responsible for monitoring the effectiveness of the quality of teaching and learning in this subject.

The Curriculum

Every primary school is required to deliver statutory relationships education and health education and every secondary school is required to deliver statutory relationships, sex and health education. At Davenies, we have pupils of both primary and secondary age and therefore our curriculum is designed to provide statutory RHE and RSHE to pupils at the appropriate age.

Relationships and sex education can be defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships in all contexts, including online, as well as developing an understanding of human sexuality. Health education can be defined as teaching pupils about physical and mental wellbeing, focussing on recognising the link between the two and encouraging pupils to make healthy lifestyle choices.

The delivery of RSHE will be part of the PSHE curriculum and has been organised in line with the statutory requirements as outlined in DfE (July 2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

Parents are informed about the RSHE curriculum and their views are invited and encouraged. The views of teachers and pupils are also considered.

Provision

Relationship and Health Education (RHE) is provided from Reception upwards, throughout the school, under the overall responsibility of the Head of PSHE (see PSHE Policy for teaching allocation of PSHE across all year groups). Relationships and Sex Education (RSE) will begin in the Pre-Prep under the guidance of the Head of Pre-Prep, linking in with growth and will be covered in the Summer Term's Science programme as defined in the National Curriculum. In the EYFS, learning focuses on developing positive relationships, self-awareness, and respect for others, forming the foundation for later Relationships Education. EYFS learning focuses on foundational skills including identifying feelings, understanding boundaries, and forming positive relationships. It will be continued right through into Year 8, where it will, again, link with the Science programme under the Head of Science. The topics that are included in these sessions are decided by the Head of PSHE with

the Head of Senior School (Years 7 & 8) and can be changed each year depending on what is deemed age-appropriate for that particular year group. Please see our PSHE Policy for details of how this subject is monitored and evaluated. The School Nurse will support the teaching of this subject.

Parental Engagement

Examples of the teaching materials used are available to parents through the parental portal (MySchoolPortal). The RSHE curriculum is available to all parents and any curriculum changes will be communicated to parents in advance. Parents are welcome to see **all resources and teaching materials** on request through the Headmaster or the Head of PSHE. Parents are invited into school to see first hand the teaching resources and to talk through any aspect of the curriculum. They are invited to engage in the subject, to discuss topics or concerns and ask questions of the Head of PSHE. A Parent Survey is shared in the Summer Term for parents to complete to share their views and feeling on the curriculum, as well as to request any further support. They are also invited to attend 2 after school drop-in sessions to view materials and discuss further, should they wish. Davenies is keen to promote open communication and should a parent wish to discuss any aspect of the curriculum or provide feedback then they may do so through communicating with the Headmaster, the Deputy Head Pastoral, relevant pastoral leads or the Head of PSHE.

Right to Withdrawal

Relationships and Health education are statutory at primary level (to the end of Year 6) and parents **do not** have the right to withdraw their child from the subjects. This is also statutory for the pupils in Year 7 and 8.

As sex education is not statutory at primary level (other than what must be taught as part of the curriculum), parents of pupils in Year 6 and below have the right to request to withdraw their child from all or part of the sex education curriculum. The Headmaster will automatically grant a request in these circumstances.

For pupils in Year 7 and 8, parents have the right to request that their child is withdrawn from some or all of sex education that is delivered as part of statutory Relationships and Sex Education. Before any request is granted, the Headmaster will meet with the parent to discuss their request in order to understand the request and to clarify the nature and purpose of the curriculum. The Headmaster will discuss with the parent, the benefits of receiving this important education and any detrimental effects that this may have on the child, including social and emotional impacts. A record of the conversation will be kept.

Should a parent wish to withdraw their child from an aspect of sex education which is taught in line with the Science curriculum then this request will be refused. The Headmaster will inform the parent of the decision in writing.

Should a pupil be withdrawn from sex education then appropriate, purposeful education will be provided during the period of withdrawal.

Relationships and Sex Education Overview

Families and people who care for me

Boys at Davenies will know by the end of Year 8:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
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.

Caring Friendships

Boys at Davenies will know by the end of Year 8:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Boys at Davenies will know by the end of Year 8:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness

Boys at Davenies will know by the end of Year 8:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a

child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Boys at Davenies will know by the end of Year 8:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.

2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health Education Overview

In the primary years, the focus is on teaching the characteristics of good physical and mental wellbeing. In Years 7 and 8, pupils will be taught according to their maturity and readiness for more advanced topics. It will recognise their exposure and access to technology and greater independence.

Physical and mental wellbeing

Boys at Davenies will know by the end of Year 8:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Boys at Davenies will know by the end of Year 8:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Healthy Eating

Boys at Davenies will know by the end of Year 8:

1. What constitutes a healthy diet
2. Understanding the importance of planning and preparing a range of healthy meals
3. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity and tooth decay as well as other behaviours, e.g. the impact of alcohol on diet or health.

Drugs, Alcohol, Tobacco and Vaping

Boys at Davenies will know by the end of Year 8:

1. Facts about legal and illegal harmful substances and associated risks, including vaping, smoking, alcohol use and drug taking. Where appropriate, this may also involve discussing the risks of nicotine addiction which can equally be caused by the use of other nicotine products.

Health Protection and Prevention

Boys at Davenies will know by the end of Year 8:

3. The importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and their ability to learn.

4. About dental health and the benefits of good oral hygiene, including regular check ups with the dentist.
5. About personal hygiene and germs including bacteria and viruses, how they are spread and treated and the importance of hand washing

Personal Safety

Boys at Davenies will know by the end of Year 8:

1. About hazards that may cause harm, injury or risk and how to recognise risk and keep safe around areas such as roads, railways and water.

Basic First Aid

Boys at Davenies will know by the end of Year 8:

1. How to make a clear and efficient call to the emergency services if necessary
2. The basic concepts of first aid, for example dealing with common injuries including head injuries

Developing Bodies

Boys at Davenies will know by the end of Year 8:

1. The key facts about puberty, particularly up to the age of 13 and the changing adolescent body and brain

Health Education by Year Group

At Davenies, we are free to determine what pupils are taught by which year group within the bounds of the statutory curriculum content. We always consider the age and development of pupils when deciding what will be taught in a year group depending upon the maturity of the boys and the subject matter will be age appropriate. Our curriculum builds on topics from year to year so that pupils are ready for a smooth transition to life beyond Davenies. All pupils are taught about the aspects of sex education as outlined in the primary curriculum. The Science curriculum is designed to work alongside the RSHE and PSHE curriculum to provide a rounded education both biologically and sociologically. In addition, the Computing curriculum also covers aspects of online safety appropriate to the age and development of the boys.

Delivery of the Curriculum

The RSHE curriculum will be delivered as part of our PSHE programme. The content of the curriculum will be communicated to pupils clearly and the aim is to deliver a curriculum which also reflects on real life situations so that the pupils can use their knowledge appropriately.

Teaching of the curriculum reflects requirements set out in law and with particular regard to the Equality Act (2010) so that pupils understand what the law does and does not allow and the wider legal implications of the decisions that they may make.

Teaching will take into account the needs of all pupils and ensure that materials and delivery are age appropriate, and that they recognise religious backgrounds, developmental stages and any additional needs such as SEND.

Davenies aims to provide a safe and supportive environment in which pupils are comfortable to engage effectively with the subject matter contained within the curriculum. Pupils may ask questions which go beyond any sex education covered by the school or involve content not appropriate for their age or stage of development. Teachers should address any questions such as these sensitively, honestly and in an age-appropriate manner with the emphasis on supporting the child. This may

include suggesting that a pupil speak to their parents or a trusted adult, signposting them to support services where needed and recognising that pupils whose questions go unanswered may instead turn to inappropriate sources of information, including online.

Equality

Pupils will be taught, in an age-appropriate manner, about respect for all people, including those with protected characteristics under the Equality Act 2010. Teaching will address prejudice, discrimination, bullying and harassment, including on the grounds of race, religion, disability, sex, sexual orientation and gender reassignment.

Davenies commits to making reasonable adjustments also that all pupils can access the curriculum and we recognise that pupils with SEND or other needs (such as those with social or emotional health needs) are entitled to learn about RSHE. The curriculum is designed to be inclusive of all pupils. Some materials or methods of teaching may need to be adapted in order to appropriately deliver the curriculum to all pupils.

Curriculum Links

The teaching of RSHE is linked to the following subjects in particular; PSHE, Science, Computing and ICT and PE/Games. Other opportunities to support the teaching of RSHE and PSHE may fall in form periods and through discussion with Form Tutors.

Training

The Head of PSHE will carry out an annual review to identify areas where training is needed in order to deliver the curriculum effectively. In addition, if there is any updated guidance then training will be put in place to support staff with any new developments which may need to be addressed or added to the programme.

Monitoring and Review

This policy will be reviewed annually by the Head of PSHE, the Deputy Head Pastoral and the Headmaster. It will also be reviewed in light of any changes to statutory guidance, any feedback that is received from parents, pupils or staff and if there are any issues, locally, regionally or nationally, that might need to be addressed.

The Governing Board is responsible for approving this policy through delegated authority to the Academic and Welfare Committee.

Any changes made to this policy will be communicated to parents and staff and, where necessary, to pupils.

Linked Policies

- Curriculum policy
- Behaviour Policy
- Equality Policy
- PSHE Policy
- Safeguarding Policy
- SEN and Learning Difficulties Policy

Updated: Autumn Term 2026, Headmaster and Head of PSHE

Review: Autumn Term 2027, Head of PSHE

Appendix A PSHE and RSHE Topic Areas by Term and Year Group

Reception
Staying Safe - Knowing trusted adults who can help us - Road safety and holding hands near roads - Stranger awareness: "Stop, walk away, tell an adult" - Safe use of classroom equipment - Keeping our bodies safe - Internet safety: asking an adult before using devices - Fire safety and emergency procedures - Understanding safe and unsafe situations
Staying Healthy - Healthy eating and trying new foods - Drinking water to stay hydrated - Importance of sleep and rest - Daily exercise and keeping active - Washing hands properly - Brushing teeth and dental hygiene - Keeping clean and looking after our bodies - Understanding germs and how illnesses spread
Relationships - Making and keeping friends - Sharing and taking turns - Being kind and respectful - Working together as a team - Celebrating similarities and differences - Understanding family relationships - Asking others to play - Resolving simple disagreements kindly
Feelings and Emotions - Naming different feelings - Recognising how others feel - What makes us happy, sad, excited or worried - Ways to calm ourselves down - Talking about our feelings - Building confidence and self-esteem - Understanding that all feelings are okay - Showing empathy and caring for others
Being Responsible - Looking after our classroom resources - Tidying up after ourselves - Taking responsibility for our own belongings - Following class rules - Caring for school property - Making good choices - Completing simple classroom jobs
Our World - Caring for plants and animals - Looking after the environment - Recycling and reducing waste - Exploring different cultures and celebrations

Year 1	Year 2
Autumn <u>Staying Safe</u> - Understand why it is important to stay safe when crossing the road - Recognise safe places to cross the road - Understand the differences between safe and risky choices - Know different ways to help us stay safe <u>Anti Racism</u> - Exploring kindness and friendship. - Understanding the importance of treating everybody with respect, regardless of their skin colour. <u>Staying Healthy</u> - How to stay healthy with our food and exercise - Why it is important to wash our hands, and brush our teeth - Know how germs are spread and how they can affect health - Explore the differences between healthy and unhealthy choices <u>Relationships</u> - Understand how to be a good friend - Recognise kind and thoughtful behaviours - Understand the importance of caring about other people's feelings - Seeing a situation from another person's point of view Lent <u>Computer Safety</u> - How to stay safe online - What types of images can and cannot be shared - How to talk to someone if someone online is being unkind <u>Feelings and emotions</u> - Identify different feelings, such as jealousy - Know that these feelings are normal but there are helpful and unhelpful ways of showing them	Autumn <u>Staying Safe</u> - Know the reasons to make sure shoe laces are tied - Learn how to tie up laces properly - Know the rules to keep self and other safe - Understand differences between safe and risky choices and create set of safety rules <u>Anti Racism</u> - Exploring kindness and friendship. - Understanding the importance of treating everybody with respect, regardless of their skin colour. <u>Staying Healthy</u> - Healthy eating – know that food is needed for our bodies to be healthy and to grow - Know that some foods are better for good health than others - Understand how to keep yourself healthy - Know the differences between healthy and unhealthy choices - Understand why we need to brush our teeth - Develop strategies to remember to brush your teeth <u>Relationships</u> - Name a range of feelings - Understand why we should care about other's feelings - Understand bullying behaviours and how to cope - Describing different body language and how other people might be feeling - Reinforce TAG system Lent <u>Computer Safety</u> - Discussing why some apps and games have age restrictions on them - Managing screen time and the impact it can have on wellbeing

- Learn simple strategies to manage difficult feelings in positive ways - Recognise feelings can be shown through words, actions or body language <u>Being Responsible</u> - Explaining what we are responsible for - Know the importance of preventing accidents - Recognise difference between being responsible and irresponsible <u>Mental Health</u> - Link to children's mental health week Summer <u>Our World</u> - Understand the needs of a baby - Recognise what you can do for yourself now you are older - Describing common features of family life - Recognising ways your family is special and unique <u>The Davenies Code</u> - Be kind - Be honest - Be thoughtful - Be respectful - Be honest	- Creating 'golden rules' of online activity <u>Feelings and emotions</u> - Worry – explaining some physical signs that may show - Understand worry is a normal emotion and identify situations that can cause worry - Learn strategies to manage feelings of worry in a positive way - Explain feelings can be communicated through words, actions and body language <u>Mental Health</u> - Link to children's mental health week <u>Being Responsible</u> - Understand the importance of trying hard and not giving up - Identify benefits of practising an activity or sport - Learn ways to set goals and work to reach them Summer <u>Our World</u> - Understand why we should look after living things - Identify how we can help to look after living things both inside and outside the home - Recognise why it's important to keep our communities and countryside clean <u>British Values</u> - Identifying and explaining the 5 British Values - Understanding the importance of these for a cohesive community -
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Year 3	Year 4
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Autumn <u>Staying Safe</u> - Recognising a range of warning signs - Spot potential dangers at home - Know importance of listening to trusted adults - Identify risky choices – focus on dangers of leaning out of windows <u>Anti Racism</u> - Looking at differences between people and what makes us unique - Introducing the concept of prejudice - Discussing examples of racism, including unkind comments about cultural clothing, food or names, and making jokes at such differences - Hearing a story about standing up for what is right and supporting others <u>Staying Healthy</u> - Know and understand simple safety rules about medicine - Know who to accept medicine from - Know the difference between healthy and unhealthy choices <u>Relationships</u> - Understand difference between appropriate and inappropriate touch - Know why other people's feelings matter - Understand boundaries and know who and how to ask for help - Be able to name human body parts Lent <u>Computer Safety</u> - Image sharing - Explaining positive and negative ways to use technology - Know the risks of sharing images without permission - Understand type of images that should and should not be posted online <u>Feelings and emotions</u> - Describe some physical signs of sadness or upset - Understand that grief is a natural response to loss	Autumn <u>Staying Safe</u> - Cycle safety - Recognise impact and consequences of a risky choice - Create a set of rules for ways of keeping safe and importance of using correct safety equipment e.g. helmets <u>Anti Racism</u> - Looking at differences between people and what makes us unique - Introducing the concept of prejudice - Discussing examples of racism, including unkind comments about cultural clothing, food or names, and making jokes at such differences - Hearing a story about standing up for what is right and supporting others <u>Staying Healthy</u> - Healthy living - Explain what is meant by a balanced diet - Recognise how too much sugar, salt and saturated fat in food and drink can affect in the present and future - Understand nutritional information on packaged food labels - Describe ways to maintain a healthy lifestyle <u>Being Responsible</u> - Recognise the importance of behaving in a responsible manner in a range of situations - Explain the importance of having rules at home - Describing behaviour that can be sensible and responsible Lent <u>Computer Safety</u> - Recognise key values that are important in positive online relationships - Identify feelings and emotions that may arise from online bullying - Develop coping strategies to use if we think someone is being bullied online - Identify how and who to ask for help
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- Learn strategies to cope with feelings related to loss and grief in healthy ways - Explain feelings can be communicated through words, actions and body language <u>Being Responsible</u> - Understand difference between borrowing and stealing - Know why it is wrong to steal - Describe feelings if something of your own is borrowed and not returned - Understand difference between being responsible and irresponsible <u>Mental Health</u> - Link to children's mental health week Summer <u>Looking After Our World</u> - Explain meaning of reduce, reuse and recycle - Recognise how to look after our planet - Understand how we can reduce our carbon footprint and amount of water and electricity we use <u>Hazard Watch</u> - Knowing what items are safe or unsafe to play with - Identify dangers in different environments <u>Fire Safety</u> - Who keeps us safe? - How to and when to call the emergency services - How to prevent incidents by being safe and responsible	<u>Feelings and emotions</u> - Jealousy – identifying difficult emotions - Developing strategies to manage challenging emotions in a positive way - Explain the emotions can be communicated through words and actions - Understand that difficult emotions are normal, and distinguish between helpful and unhelpful ways of expressing them <u>Mental Health</u> - Link to children's mental health week Summer <u>The Working World</u> - Identify ways we can help those who look after us - Explain positive impact of our actions - Describe ways we can contribute in our home, school and community - Identify the skills that may be needed in future job roles <u>Growing and Changing</u> - Identifying different types of relationships we can have and describe how these change as we grow - Explain how our families support us and how we can support our families, explaining all families are different - Identify how relationships can be healthy or unhealthy - Explain how to ask for help if a relationship makes anyone uncomfortable - Explaining families look different but are founded on love and care <u>First Aid</u> - Identify range of situations that may require first aid - Identify signs of an asthma attack or choking - Identify signs of an allergic reaction or anaphylactic shock - Understand steps for seeking emergency help
Year 5	Year 6

AutumnStaying Safe

- Peer Pressure
- Scenario discussions with examples
- Ways of managing peer pressure
- Recap of qualities of a healthy friendship
- Assessing possible outcomes of dangerous situations
- Reviewing adult/children's views

Anti Racism

- Learning the definitions of racism and discrimination.
- Exploring examples of racism and its impact on others.
- Discussing what a racial slur is and why such language is harmful.
- Considering online behaviour and the effects of cyberbullying.
- Reflecting on a personal story of name-calling to help pupils understand the real impact words can have.

Wellbeing

- Stress Bucket exercise
- Identifying what is 'normal' and when help should be sought
- Developing strategies to manage wellbeing and mental health
- Identifying key people who can help

Staying Healthy

- Smoking, influence of peer group, strategies to resist this pressure
- Awareness of potential harm of smoking and vaping
- Bespoke session with A-Life on smoking and drug awareness

Being Responsible

- How can we help others?
- Identifying ways of being a kind and supportive friend
- Ways of speaking out for others
- Acceptance of differences that can lead to unkind comments that must be stopped
- Recap of TAG system and importance of seeking help if needed

AutumnStaying Safe

- Water Safety
- Identify a range of danger signs
- Develop strategies that can keep ourselves and others safe
- Recognise impact and consequences of an accident
- Understand the dangers that can arise with different weather conditions

Anti Racism

- Learning the definitions of racism and discrimination.
- Exploring examples of racism and its impact on others.
- Discussing what a racial slur is and why such language is harmful.
- Considering online behaviour and the effects of cyberbullying.
- Reflecting on a personal story of name-calling to help pupils understand the real impact words can have.

Wellbeing

- Reflect on pressures during this time (exams/entrance/testing etc.)
- Recap strategies to manage wellbeing and mental health
- Identifying key people who can help

Staying Healthy

- Alcohol and drugs awareness
- Identify risky choices
- Identify risks associated with alcohol and drugs
- Explain how alcohol can affect immediate and future health
- Develop skills and strategies to stay safe

Being Responsible

- Stealing and what consent means
- Recognising importance of being honest
- Explaining why trust is important
- Link to Y6 Home Passes for later in the year with recap of road safety

LentComputer Safety

Lent <u>Computer Safety</u> - Image sharing - Identifying rules to follow when sharing images online - Describing positive and negative consequences of image sharing - Recognise possible influences and pressures to share images <u>Feelings and emotions</u> - Anger – triggers, and how anger can affect thoughts and behaviour - Evaluate helpful and unhelpful ways of responding - Develop a range of strategies to manage anger in positive and responsible ways <u>Mental Health</u> - Link to children’s mental health week Summer <u>The Working World</u> - Enterprise - Explain why people may save or spend money - Identify ways to help at home - Budgeting for items to buy <u>Growing and Changing</u> - Puberty - Describe changes boys and girls may go through - Identifying why our bodies go through puberty - Develop coping strategies to help with different stages of puberty - Identify who and what can help during puberty, emphasising the role of families and trusted adults <u>First Aid</u> - How to complete a primary survey for first aid (DRS ABC) - Demonstrate the recovery position for unresponsive breathing casualty - Know how to deliver CPR - How and when to call for help (recap of 999, 112)	- Dangers of ‘making friends’ online - Know and understand why some apps have age restrictions - Identify ways to keep safe online - Recognising that people may not always be who they say they are online - Clear message to never keep secrets from family with regard to online world <u>Feelings and emotions</u> - Worry – identifying causes of worry including changes and new experiences, e.g. moving schools - Explain how worry can affect thoughts and behaviours - Developing range of strategies to manage feelings of worry and in positive and responsible ways - Reflect on ways to communicate worry and how to seek support Summer <u>The Working World</u> - Understand various money-related terms - Recognise some of the ways we can spend money via technology (In app purchasing) - Describe potential impact of spending money without permission - Strategies to save money <u>Growing and Changing</u> - Conception and reproduction - Describe function of female and male reproductive systems - Identify various ways adults can have a child in different family structures - Discussion that marriage and civil partnerships are a commitment between two people and intended to be life long - Explain different stages of pregnancy <u>First Aid</u> - Identify range of situations that may require first aid - Understand how to support someone with: a minor burn or scald, someone having a heart attack, someone with a fractured bone
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	- How and when to call for help (recap of 999, 112)
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Year 7	Year 8
Autumn <u>Understanding Economy – Bank of England</u> - Role of Bank of England - Interest - Savings, Loans/mortgages - Understanding taxes - What influences our financial decisions - Making informed financial decisions - How our financials decisions impact us <u>Anti-Racism</u> - Developing their understanding of key vocabulary, including race, ethnicity, nationality, prejudice, discrimination and racism. - Discussing the concept of "banter" and when language crosses the line into causing harm. - Exploring the impact of racial slurs on both the victim and the perpetrator. - Considering responsible online behaviour. - Reflecting on the importance of standing up for what is right and thinking about the values they wish to carry into their future lives. - Exploration of unconscious racial bias, using language of TV and print media as focus. <u>Media Smart</u> - Piracy - Copyright - BBFC Age ratings - Depictions of relationships on screen - Media bias around race in sport (AES resource not in main plans) <u>Social Media</u> - Legal position of age of use for social media - Positives and negative of online life - Understanding social media algorithms and aim for addiction, similar to gaming companies - Echo chambers	Autumn <u>Relationships</u> - Features of positive and negative friendships - Understanding what is and is not bullying - Exploring impact of role of bystanders - Impact of bullying - Managing friendship conflicts - Banter vs bullying - Peer influence – how peers can have positive or negative impact on bullying - Consent – what is consent in general terms - Consent – freedom and capacity to consent - Consent – non-verbal clues - Consent – danger of assumptions - Relationship values and red flags - Controlling and coercive behaviour - Sharing of nude images – legal and social dangers - Gender and sexual orientation – respect, tolerance and how to support people - Contraception (normally not taught) <u>Anti-Racism</u> - Developing their understanding of key vocabulary, including race, ethnicity, nationality, prejudice, discrimination and racism. - Discussing the concept of "banter" and when language crosses the line into causing harm. - Exploring the impact of racial slurs on both the victim and the perpetrator. - Considering responsible online behaviour. - Reflecting on the importance of standing up for what is right and thinking about the values they wish to carry into their future lives. Lent and Summer <u>Online safety, awareness and wellbeing</u>

- Challenging misogynistic online content - How to critically evaluate online relationships and sources of information - Catfishing and false identities online that can lead to dangerous situations - Understanding the potential to see harmful or upsetting content – seek advice or support if this happens. Lent <u>Healthy Lifestyles</u> - Being Active - Barriers/breaking barriers to being active - Positive Mindset and goal setting - Importance of sleep - Vaping - Alcohol - Caffeine - Illegal drugs - Limiting screen time Summer <u>Relationships</u> - Puberty and emotional changes - Physical changes in puberty - Managing relationships during puberty - Understanding menstruation – biological reasons it happens and management of it - Challenging gender stereotypes - Features of a healthy relationship (respect, communication and safety) - Features of an unhealthy relationship - Managing conflict in a relationship - Consent – what is consent in general terms - Responsibility for stopping linked to consent (non-sexual) - Consent – non-verbal clues <u>Belonging and Community</u> - Community and belonging - Bridges and barriers to belonging - Bias and stereotypes - Discrimination and protected characteristics in law – inclusivity vs discrimination - Diverse and positive communities	- Respect in online interactions – same as face-to-face relationships. - Understanding people should not pressure others to share information, data or images. - How to recognise harmful content or harmful contact, and how to report this. - Importance of caution about sharing any information about themselves online. - Understanding the importance of privacy and location settings to protect information online. - Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. <u>Mental Health and Wellbeing</u> - Attitudes to mental health - Addressing misconceptions about mental health issues - Signposting support - Promoting positive mental health and wellbeing – understanding factors that impact emotional wellbeing - Understanding the normal fluctuations in mood and a mental health issue - Importance of resilience - Developing resilience and managing disappointment and setbacks - Digital resilience - Understanding the possible negative impact of social media on wellbeing - Unhealthy coping strategies (substances, self harm and eating disorders) - Healthy coping strategies - Responding to change, loss and grief - Coping with anxiety around exams and moving on <u>First Aid</u> - Course delivered by school nurse in leavers programme
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