Hurst Hill Primary School

Hales Valley Trust
RESPECT RESOURCEFUL RESILIENT

Relationships, Sex and Health Education Policy

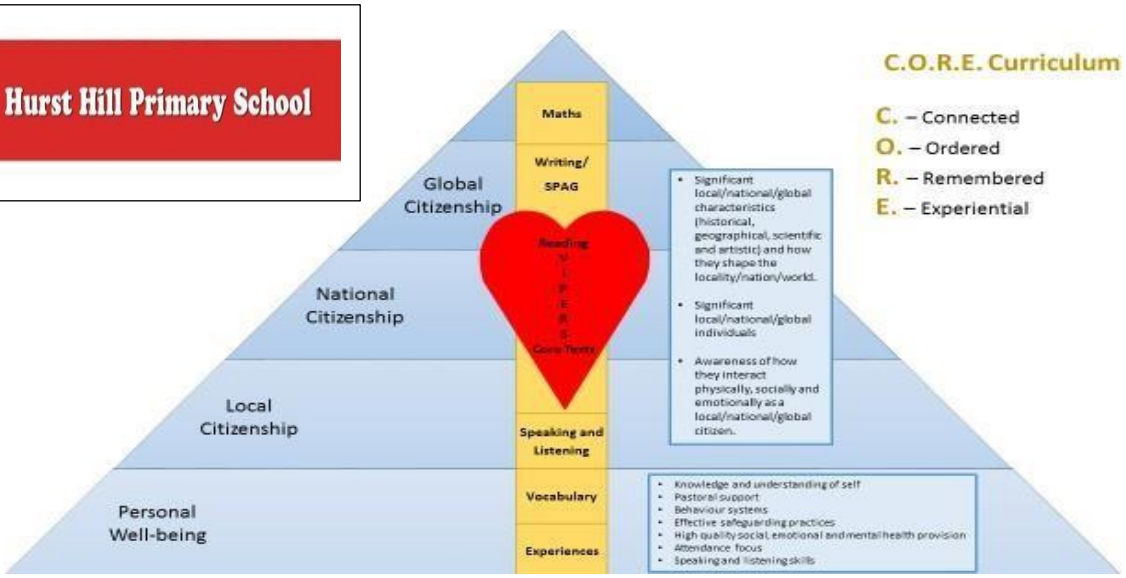
Including Physical Health and Mental Well-being

Date	Review date	Authors	Reviewed by	Date approved/ received by the Local Governing Committee
March 2021	April 2022	C Johnson	R Keen	April 2021
October 2022	November 2023	B Weaver	R Keen	November 2022
September 2023	September 2024	B Weaver N Coleman	C Johnson	September 2024
August 2024	September 2025	B Weaver N Coleman	C Johnson	September 2025
September 2025	**September 2025**	B Weaver N Coleman	C Johnson	**September 2026**

HURST HILL PRIMARY SCHOOL
RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

CONTENT	PAGE
RATIONALE	3
INTRODUCTION	3
AIMS OF THE CURRICULUM	4
ROLES AND RESPONSIBILITIES	5
PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)	6
Definition of Relationships Education	6
Definition of Relationships and Sex Education (RSE)	6
Definition of Health Education (Physical health and Mental well-being)	6
DELIVERY OF THE CURRICULUM (IMPLEMENTATION)	7
HOW RELIGIOUS BACKGROUNDS OF PUPILS ARE TAKEN INTO ACCOUNT	8
MANAGING DIFFICULT 'OFF SCRIPT' QUESTIONS FROM PUPILS	8
CURRICULUM OUTCOMES	9
MONITORING AND ASSESSMENT	9
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEND)	9
CONSULTATION WITH PARENTS	9
RIGHT TO WITHDRAW	10
SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY	10
EQUAL OPPORTUNITIES	10
APPENDICES	
Appendix 1 – PSHE Programme of Study	11
Appendix 2 – Relationships Education	12
Appendix 3 – Health Education	13
Appendix 4 – Living in the Wider World	14
Appendix 5 – Sample of Resources	16
Appendix 6 – Supporting Relationships and Health Education through Social, Moral, Spiritual and Cultural (SMSC) Development	17
Appendix 7 – Supporting Relationships and Health Education through Personal Development	20
Appendix 8 - Protected Characteristics	

HURST HILL PRIMARY SCHOOL
RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY



RATIONALE

Personal wellbeing is the basis in which the rest of the curriculum at Hurst Hill is built upon. Personal, Social and Health Education (PSHE), Relationships, Health and Sex Education (RHSE) and Spiritual, Moral, Social and Cultural (SMSC) development provides children with the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others and becoming increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, build strategies to overcome many of the spiritual, moral, social and cultural issues that are part of growing up. Children also find out about the main political and social institutions that affect their lives and about the rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

INTRODUCTION

The Trust believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. **Relationships Education** and **Relationships and Sex Education (RSE)** is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. **Health Education** is giving pupils information to make well-informed, positive choices about their own health and wellbeing. The Trust recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The Trust has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its academies irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its academies, and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. The

Trust believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), the Trust will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. The Trust will encourage wider pupil awareness of LGBT.

This policy has been developed in consultation with parents, pupils and staff from all academies within the Trust to ensure that it meets the needs of the whole Trust community.

The policy will be reviewed annually and parents will be consulted in advance about significant changes.

AIMS OF THE CURRICULUM (INTENT)

School must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and
- Prepares children at the school for the opportunities, responsibilities and experiences of later life

Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships and Health Education compulsory for all children receiving primary education.** Sex Education is non-compulsory at Primary school therefore parents have the right to withdraw their child.

Relationships Education, RSE and Health Education are intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about healthy relationships.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

All schools should make provision for PSHE, drawing on good practice.

Children will know how to live a well-rounded healthy lifestyle which includes: physical and mental well-being; forming positive relationships with others; recognising and accessing support with regard to extremism and radicalisation; and understand their position in the wider world. These skills will provide them with opportunities to empathise and connect with world around them; have an ethical approach and a sense of social responsibility, in order for them to thrive as adults.

To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare children for the opportunities, responsibilities and experiences of adult life.

ROLES AND RESPONSIBILITIES

Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Headteacher to account for the implementation of the policy.

The Chief Executive Officer (CEO)

The CEO will ensure that Relationships Education, RSE and Health Education is taught across the academies within the Trust and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education

Local Governing Body

Local governors will review and monitor the application and implementation of this policy by receiving regular reports from the Headteacher on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The Local Governing Body will annually report its findings to the Board of Trustees.

Headteacher

The Headteacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education

Role of The Personal Wellbeing Leaders

As Personal Wellbeing underpins and interweaves the whole of the school curriculum, it is led by the Senior Leadership Team at Hurst Hill. The Curriculum Leader (Deputy Headteacher) leads on the content of the PSHE and RSE curriculum and the Inclusion Leader (Assistant Headteacher), leads on the pastoral aspects.

Staff

Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

Parents

The Trust hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. The Trust hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

Pupils

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the School's behaviour policy.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

PSHE Education includes:

- Relationship Education
- Health Education
- Living in the Wider World

CONTEXT

This guidance for Relationships and Health Education, replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed every three years or sooner if DfE guidance changes prior to this. This policy is developed in conjunction with The Keeping Children Safe in Education (2023), The Equality Act (2010) and The e-Safety Policy.

Definition of Relationships Education

Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

The teaching of Relationships Education must include the following:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe

Definition of Relationships and Sex Education (RSE) – *Taught at Year 6 only*

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

RSE does **not** encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

Parents do have the right to withdraw their child from the teaching of sex education.

Definition of Health Education (Physical health and Mental well-being)
Health Education teaches pupils about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences. Health Education should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers will talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

The teaching of Health Education must include the following:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

DELIVERY OF THE CURRICULUM (IMPLEMENTATION)
At Hurst Hill, PSHE Association programme of study supports the implementation of PSHE, RSE and SMSC (see appendix 1). They are interwoven throughout the curriculum in addition to being taught discretely:

- Discrete teaching and learning
- Cross-curricular opportunities
- Allocated time dedicated to Personal Wellbeing (e.g. Mindful Mondays)

Effective teaching of PSHE will ensure that core knowledge is broken down into units of manageable size and communicated clearly to children, in a carefully sequenced and appropriate way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real life situations.

The curriculum will be taught using a combination of the following:

- class teachers.
- school nurse.
- visiting speakers for assemblies, small group and whole class workshops.

Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils.

At Hurst Hill, Relationships Education will be delivered in science, computing and Personal, Social, Health and Economic Education (PSHE). Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

The primary Relationships and Health Education (RSHE) curriculum comprises of Relationships Education and Health Education which are subdivided into further categories.

The teaching of Relationships Education is split into 5 parts.

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe including the risks of criminal and sexual exploitation.

The teaching of Health Education is split into 8 parts.

- Mental wellbeing, which includes the 5 Ways to Wellbeing:
    - Connect – talk, listen and feel connected
    - Be Active – do what you can, enjoy what you do and move your mood
    - Take Notice – Remember the simple things that give you joy
    - Keep Learning – Embrace new experiences, see opportunities
    - Give – time, words and presence
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

In addition to the above RSHE curriculum, the PSHE curriculum includes 'Living in the Wider World'

The teaching of Living in the Wider World is split into 4 parts.

- Rules, Rights and Responsibility
- Communities, Collaboration and Diversity
- Extremism and Radicalisation
- Finance, Economic Awareness and Enterprise

HOW RELIGIOUS BACKGROUNDS OF PUPILS ARE TAKEN INTO ACCOUNT

A good understanding of children' faith backgrounds and positive relationships between the school and local community help to create a constructive context for the teaching of these subjects.

At Hurst Hill, we will ensure that the religious background and belief will be considered when planning teaching, so that the topics that are included are appropriately handled.

MANAGING DIFFICULT 'OFF SCRIPT' QUESTIONS FROM PUPILS

Teachers will establish the ground rules with the class at the beginning of the programme. Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later, or not answered at all if the question is deemed not appropriate for the age of the child. The school believes that individual teachers must use their skill and discretion in these situations. They may refer it to the RSE / PSHE leader who may also seek advice from the school nurse or an RSE adviser.

CURRICULUM OUTCOMES (IMPACT)
The Trust recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups and consultation with parents).

The Trust wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Trust believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHE).

MONITORING AND ASSESSMENT
RSHE and PSHE are assessed in line with Hurst Hill's Feedback Policy. It is predominantly assessed through on-going formative assessment. Children will produce outcomes in a range of ways fitting for the nature of activity – this includes discussions, role play, individual written work and collaborative small group and class work that will be kept in a 'Class Journal'. Teacher's will respond and adapt teaching accordingly for the children to achieve the best possible outcomes. Monitoring of RSHE and PSHE will be conducted on a half termly basis by the subject leader and the Senior Leadership Team. Feedback will be given collectively or on an individual basis where required. The policy will be reviewed on an annual basis.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEND)
Hurst Hill will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information, which include additional support within lessons, small group or individual lessons and adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND.

CONSULTATION WITH PARENTS
The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships and Health Education compulsory for all children receiving primary education.** Sex Education is non-compulsory at Primary school. Any non-statutory content that does go beyond that of the National Curriculum, parents and carers will be invited to view the content and have the right to withdraw their child from that session. A parentmail will be sent if such content is being used with a reply option to give or not give consent.

The school is committed to working in partnership with parents. This policy is made freely available to parents and parents are able to come to school, ask any questions and view any resources prior to teaching. We hold an annual parent consultation evening where we share materials and resources from Y3-6.

RIGHT WITHDRAWAL FROM SEX EDUCATION

The Trust hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

The Relationships, Health and Sex Education regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils receiving primary education. Sex education is non-compulsory at primary school but it is recommended by the Department for Education. Parents of children in primary schools have the right to withdraw their child from all or part of our sex education curriculum and should state this in writing and send it to the Headteacher.

Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. The Headteacher will explore the concerns of the parents and the possibilities of adjusting the programme e.g. the pupil taking part in agreed sessions only. If a pupil is excused from sex education school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which is part of the statutory National Curriculum for science.

SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

Teachers will conduct these lessons in a sensitive manner and in confidence. However, if a child makes a disclosure about something that would put the child at risk of harm, or something that would concern us, then the teacher will take this matter seriously and deal with it as a matter of Child Protection and school policy followed.

EQUAL OPPORTUNITIES

PSHE, Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

The school has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust’s behaviour policy

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

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

Appendix 2 – Relationships Education

By the end of primary school, children will know:

Families and people who care for me:
- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:
- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how information and data is shared and used online.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe:
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online, criminal and sexual exploitation) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Appendix 3 – Health Education

By the end of primary school, children will know:

Mental wellbeing:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 4 – Living in the Wider World

By the end of primary school, children will know:

Rules, Rights and Responsibility:
- why we have rules / expectations and structure is needed in different situations
- to agree and follow rules for their group and classroom
- that rules may need to be changed
- how they can contribute to the life of the class
- how to suggest rules that would improve things for the common good
- why it is important to behave responsibly
- why it is important to be able to take turns
- how to agree and follow rules for a collaborative game
- how to take turns and share as appropriate
- the concept of 'borrowing'
- how to show responsibility to others
- the importance of sharing
- that everyone has a responsibility to consider the needs of others
- that people and other living things have needs and that they have responsibilities to meet them
- about responsibility to others
- ways of looking after the school or community and how to care for the local environment why it is important to plan ahead and think of potential consequences as a result of their actions
- that actions have consequences
- the term 'anarchy' and understand the implications of living in an anarchic society
- the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy
- about organisations such as the United Nations
- the importance and significance of equal rights

Communities, Collaboration and Diversity:
- how to work co-operatively, showing fairness and consideration to others
- why it is important to work collaboratively
- how to take the lead, prioritise actions and work independently and collaboratively towards goals
- how to identify ways to improve the environment
- how to spot problems and find ways of dealing with them
- their role in the class community
- how to contribute to the life of the classroom
- that they belong to various groups and communities
- how to work independently and in groups, taking on different roles and collaborating towards common goals
- a sense of belonging in the wider community
- the role of the local community
- how to consider ways of looking after the school or community and how to care for the local environment
- develop a strong relationship with the local community
- the importance of shared responsibility within all communities
- the benefits of living in a diverse community and learn to celebrate diversity
- how to talk with a wide range of adults

Extremism and Radicalisation:
- the meanings of 'same' and 'different'
- how to recognise and respect similarities and differences between people
- how to recognise individuality and celebrate differences
- that difference is a positive feature
- between 'fact' and 'opinion'
- that beliefs are kinds of opinions that should be accepted, but not necessarily adopted
- how to deal with situations involving peer pressure
- how to deal with situations involving confrontation
- how to recognise ways in which they are connected to each other
- the meaning and importance of resilience and courage
- how to deal with feelings about themselves, their family and others in a positive way
- how to develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures
- how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying
- how to recognise the features of extremism and radicalisation
- why and how people are recruited into extremist activity
- some of the stereotypes relevant to extremism and radicalisation
- how to identify the risks faced in relation to extremist activity
- how extremism and radicalisation can lead to harm
- the nature and consequences of negative behaviours such as bullying, aggressiveness

- how to identify and challenge stereotypes, including LGBT and other minority groups

Finance, Economic Awareness and Enterprise:
- where money comes from and the choices people make to spend money on things they want and need
- the role of money in our society
- the different types of work people do and learn about different places of work
- why it is important to keep money safe
- why financial management and planning is important from a young age
- we cannot always afford the items we want to buy
- how to reflect on their own spending habits / choices
- about budgeting and what it means to budget
- financial terms such as loan, interest, tax and discount
- how to make connections between their learning, the world of work and their future economic wellbeing
- the principles of enterprise
- profit and loss
- how to contribute to enterprise activities
- how to take responsibility for activities that develop enterprise capability
- the principles of charity work

Appendix 5 – Samples of Resources

Year 3 – Families and Friendship

Learning objectives:

To learn about family relationships

We will be able to:

- recognise the features of family life
- identify the qualities of different family relationships
- explain how families can support and care for each other
- describe positive aspects of belonging to a family

Family relationships

What family relationships are there?

Nish's family

© PSHE Association 2022 12

Always, sometimes, never

With your partner, complete the *Always, sometimes, never* grid about what families do.

Add any ideas of your own in the blank boxes.

Families:	Always	Sometimes	Never
eat together			
live together			
have parents who are married			
enjoy the same things			
get on well			
are related to each other			
listen to each other			
have children			

What has been learnt?

Complete the sentence starters on the sheet to show your learning about families from the lessons.

A family is…
Some different types of family are…
I think the most important things about being in a family are…
Differences between families can be that…
Things that families have in common can be…
Some ways to manage changes are…
Some ways to manage conflict are…

Premier League Primary Stars

[Premier League Primary Stars | Resources (plprimarystars.com)]

Appendix 6 – Supporting Relationships and Health Education through Spiritual, Moral, Social And Cultural (SMSC) Development

SPIRITUAL DEVELOPMENT

Children's spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

Our school has a climate or ethos within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

As part of our children's Spiritual Development at Hurst Hill Primary school, a daily act of worship in the form of an assembly will take place. In line with the 1988 Education Reform Act, which states that collective worship should be 'wholly or mainly of a broadly Christian character'. However, we conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school.

Assemblies take many forms including whole school assemblies, Key Stage assemblies, year group assemblies, class assemblies, assemblies taken by local clergy or other representatives of local religious groups and Presentation assemblies to celebrate the achievements of our children. We welcome Governor's attendance at our assemblies at any time. On occasions during the year, year groups are invited to take part in services at St Augustine's Church – Harvest, Remembrance, Christmas and Easter to which parents are invited.

It is expected that all children will attend assemblies. However, any parent can request, in writing, permission for their child to be excused from attending religious worship and alternative arrangements will be made for the supervision of the child during the period concerned. This complies with the 1944 Education Act and the 1988 Education Reform Act. The Head Teacher keeps all letters received from parents who wish to withdraw their child from collective worship.

MORAL DEVELOPMENT

Children's moral development is shown by their:

- Ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- Understanding of the consequences of their actions
- Interest in investigating, and offering reasoned views about, moral and ethical issues

At Hurst Hill, we believe that a morally aware child will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values

- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Hurst Hill promotes moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which children can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging children to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through 1:1 discussion, small group discussion, collective worship and PSHE sessions. We believe in the development of the whole child and endeavour to raise the self-esteem of our children using verbal praise, house points, stickers, awards and Wonder of Hurst Hill.

SOCIAL DEVELOPMENT

Children's social development is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- Interest in, and understanding of, the way communities and societies function at a variety of levels

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Hurst Hill encourages children's social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging children to work co-operatively
- Encouraging children to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, residential experiences, class assemblies

- Helping children develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for children to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

CULTURAL DEVELOPMENT

Children's cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done for example through music, PE and art.

Children, who are becoming culturally aware, are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school enables children's cultural development by:

- Extending their knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for them to participate in literature, drama, music, art, crafts and other cultural events and encouraging children to reflect on their significance
- Reinforcing the school's cultural links through displays and posters as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, and School Council.

The Key Features of SMSC at Hurst Hill Primary School can be found in Extra- Curricular Clubs, Assemblies, Charity Support, Competitions, School Events and Fayres, Celebrating Diversity, Learning Walks, Themed Days/Weeks, Trips and Visitors, Religious Festivals, Celebrations and School Ambassadors Involvement.

Appendix 7 – Supporting Relationships and Health Education through Personal Development

SCHOOL AMBASSADORS

At Hurst Hill, we encourage children to take responsibility for the wider school life which will develop valuable SMSC skills to be applied later on in adult life.

- Our School Council representatives are the voice for their class members, consulting and making decisions to improve life a Hurst Hill.
- House Captains lead the school teams, encouraging personal and academic progress.
- Class Librarians and Reading Buddies support the younger children with their reading skills, developing a love for reading, which is at the heart of our curriculum.
- Anti-Bullying Ambassadors advocate a safe, nurturing environment for everyone.
- Sports Leaders and Play-makers develop our youngest children's social skills.
- Eco-Warriors take care our school environment and ensure we are eco-friendly.
- Lunchtime Buddies ensure our youngest children are supported at meal times and encourage everyone to take care of our dining hall.
- Digital Leaders – ensure pupils understand how to stay safe online

RIGHTS RESPECTING

We are a Bronze Rights Respecting school and follow the United Nations Convention on the Rights of the Child and incorporate these through our teaching and learning and it is expected that the UNC Rights of the Child Articles are displayed around school.

BRITISH VALUES

In 2011, the government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We promote these values through our own school values, curriculum and enrichment activities.

Democracy is promoted by:

- Children following an election process to choose School Council representatives and School Captains
- Supporting the school community through their School Ambassador roles
- Raising money for local and national charities
- Teaching where democracy began through the history curriculum

The Rule of Law is taught by:

- Having high expectations reflected in our Behaviour Policy
- Rewarding positive and caring behaviours
- Inviting local police (PSCOs) to talk to children about their role in society and develop our Junior PCSOs

Individual Liberty is encouraged by:

- Providing opportunities to follow their interesting in music, art, sport etc
- Developing self-awareness and recognising emotions
- Reinforcing our value 'Aspire' and be the best version of themselves

Mutual respect is developed by:

- Providing opportunities for cooperation and collaboration
- Being supportive and recognising similarities and differences

Tolerance of different faiths and beliefs is promoted by:

- Our delivery of the Dudley Syllabus for Religious Education
- Marking and celebrating significant religious festivals such as Easter, Ramadan and Diwali
- Inviting local religious leaders into school and visiting to place of worship
- Acknowledging diversity of choices and that some people may not follow any religious practice.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PSHE							
Families and friendships	Feelings and Emotions	Roles of different people; families; feeling cared for **Pregnancy:** introduction to pregnancy and how this is part of some family lives. **Gender**: To explore some of the differences between males and females and to understand how this is part of the lifecycle.	Making friends; feeling lonely and getting help	What makes a family; features of family life **Marriage/Civil Partnership:** that marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same sex-couples can now have their relationships legally recognised as a civil partnership. **Pregnancy and maternity leave:** that pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth. Protection against maternity/pregnancy discrimination/unfavourable treatment is for 26 weeks after giving birth.	Positive friendships, including online	Managing friendships and peer influence. Age: That age refers to a person belonging to a particular age or range of ages and the power struggles within that age group.	Attraction to others; romantic relationships; civil partnership and marriage **Sexual orientation:** whether a person's sexual health attraction is towards own sex, opposite or both sexes.
Safe relationships	Keeping Safe (in the dark, bonfire safety etc).	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
Respecting ourselves and others	Valuing Differences	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions **Disability:** Visible and non-visible impairments that affect a person's long-term daily life.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues **Disability:** A person has a disability if he or she has a physical or mental impairment that has a long-term adverse effect. Visible and non-visible. What impact

							does that have on a person's life.?
Belonging to a Community	Building respectful relationships. Healthy Lifestyles (diet, exercise, oral hygiene	What rules are; caring for others' needs; looking after the environment	Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules and laws; rights, freedoms and responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion towards other PCSO – 10 **children trained, litter picks**	Valuing diversity; challenging discrimination and stereotype **Race and Religion:** refers to a group of peoples defined by their race, colour and nationality. Religion refers to religious and philosophical views (including Atheism).
Media literacy and digital resilience	Technology use and simple safety rules	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
Money and work	Occupational roles within our community.	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risk
Physical health and Mental wellbeing	Resilience and perseverance in the face of challenge. Skills builder – assembly	Keeping healthy; food and exercise, hygiene routines; sun safety	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Health choices and habits; what affects feelings; expressing feelings	Maintaining a balanced lifestyle; oral hygiene and dental care	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
Growing and changing	Transition to Year 1	Recognising what makes them unique and special; feelings; managing when things go wrong	Growing older; naming body parts; moving class or year	Personal strengths and achievements; managing and reframing setbacks	Personal identity; recognising individuality and different	Physical and emotional changes in puberty; external	Human reproduction and birth; increasing independence;

			NSPCC PANTS talk Gender: A boy or girl (body parts)		qualities; mental wellbeing	genitalia; personal hygiene routines; support with puberty (Year 5)	managing Transition (Year 6) Transition **Gender Reassignment:** refers to the process of transitioning from one gender to another. Recognising, understanding and respecting differences. How do we accept everyone as unique individuals and not placing focus on the transitioning process?
Keeping safe	Keeping Safe (water safety, sun safety)	How rules and age restrictions help us; keeping safe online	Safety in different environments; risk and safety at home; emergencies	Risks and hazards; safety in the local environment and unfamiliar places	Medicines and household products; drugs common to everyday life	Keeping safe in different situations, including responding in emergencies and first aid	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
Skills builder	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork
Oracy and debate		Performance poetry, playscripts and retells. Debate in Parliament Week	Performance poetry, playscripts and retells. Debate in Parliament Week Topic Assembly	Performance poetry, playscripts and retells. Debate in Parliament Week Topic Assembly	Performance poetry, playscripts and retells. Debate in Parliament Week	Performance poetry, playscripts and retells. Debate in Parliament Week Topic Assembly	Performance poetry, playscripts and retells. Debate in Parliament Week
Active lifestyle - PE		Range of after-school sporting events.	Range of after-school sporting events.	Range of after-school sporting events. Swimming lessons – Autumn Term	Range of after-school sporting events. Swimming lessons – Spring Term	Range of after-school sporting events. Bikeability Swimming lessons – Summer Term	Range of after-school sporting events. Bikeability

Mentally healthy	World Mental Health Day Children's Mental Health Week	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops	World Mental Health Day Children's Mental Health Week Reflexions Workshops
SMSC	Assembly visitors						
British values	Parliament Week Remembrance Day						
Citizenship		Anti-bullying week	Anti-bullying week	Anti-bullying week	Anti-bullying week West Midlands Fire Service – SPARKS visit	Anti-bullying week	Anti-bullying week
Access for all – i.e., Makaton sign of the week	Weekly Makaton sign shared with class Neuro Diversity Newsletters			Neuro Diversity Newsletters			
After school opportunities	Phonics Club	Mindfulness Club Art Club Number Bond Club Yoga Club	Mindfulness Club Art Club Number Bond Club Yoga Club	First Aid Club Football Club Forest School Club Multi-sports Club (Sports Plus)	First Aid Club Football Club Forest School Club Multi-sports Club (Sports Plus)	First Aid Club Football Club Forest School Club Multi-sports Club (Sports Plus) Creative Writing Club	First Aid Club Football Club Forest School Club Multi-sports Club (Sports Plus) SATs After School Cub Creative Writing Club
Talents and interests – Music, arts, P.E	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award	Celebration assemblies include an opportunity for children to share their achievements outside of school Star of the week award Star of the half term award Star of the Year award
Careers	Skills Builder Careers Cards Week						
Healthy eating - DT		Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly	Healthy Eating Champions Importance of Exercise and Healthy Eating assembly
Online Safety		Safer Internet Day Assembly Spring Term	Safer Internet Day Assembly Spring Term	Safer Internet Day Assembly Spring Term	Safer Internet Day Assembly Spring Term	Safer Internet Day Assembly Spring Term	Safer Internet Day Assembly Spring Term

		Online safety focus in RHE and Computing lessons at the start of each term. OLS teaching to cover: Some people online may make us feel sad, worried or embarrassed. I know that If I feel this way I should tell a grown up I can trust. I can use the internet to send messages to people I know with the help of a grown up. I know that I should always been kind online, just like real life! I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)	Online safety focus in RHE and Computing lessons at the start of each term. OLS teaching to cover: I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can describe how to behave online in ways that do not upset others and can give examples. I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules. I can explain why I should	Online safety focus in RHE and Computing lessons at the start of each term. OLS teaching to cover: I can think about my identity and can understand that my identity might change when I am online. I can explain how it might change and what effect this will have on me. I can explain some of the risks associated with communicating online. I know that knowing someone online and knowing someone in real-life is different. I know that what I say online cannot be taken back. I can search for information about myself online. I can recognise that I need to be careful before I share anything about myself online. I know who I should ask if I am not sure if I should put something online. I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I can explain the difference between a 'belief', an 'opinion' and a 'fact'.	Online safety focus in RHE and Computing lessons at the start of each term. OLS teaching to cover: I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this. I can explain how internet use can be monitored. I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. I can explain why spending too much time using technology can sometimes have a negative	Online safety focus in RHE and Computing lessons at the start of each term. OLS teaching to cover: I can explain how identify can be copied and changed online. I can show that I can make responsible choices about my identify online. I know that there may be some people online who want to do me harm and that this is not my fault. I can contribute positively to online communities I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual.	Online safety focus in RHE and Computing lessons at the start of each term. OLS teaching to cover: I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. I can use search technologies effectively I can explain how search engines work and how results are selected and ranked. I can demonstrate

			always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices. I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). I can save my work so that others know it belongs to me (e.g. filename, name on content).		impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others I can explain why copying someone else's work from the internet without permission can cause problems. I can give examples of what those problems might be.	I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. I can explain how to block abusive users. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. inapp purchases) and explain why I should seek permission from a trusted adult before purchasing. I can assess and justify when it is acceptable to use the work of others. I can give examples	the strategies I would apply to be discerning in evaluating digital content. I can describe how some online information can be opinion and can offer examples. I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked. I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can describe how some online information can be opinion and can offer examples.

						of content that is permitted to be reused.	
Off site visits/ visitors in school	**Autumn Term** School Nurse Visit – Handwashing	School Nurse Visits: **Autumn Term:** Handwashing. **Summer Term:** Medicine Safety. **Summer Term:** Summer Safety	**Autumn Term:** Freshwater visit – The Great Fire of London School Nurse Visits: **Summer Term:** Medicine Safety. **Summer Term:** Summer Safety	**Autumn Term:** Stone Age Workshop, visitors in school	**Summer Term** visit to the Think Tank, Birmingham **Summer Term** local area visit School Nurse Visit: **Summer Term:** Puberty Year 4	**Summer Term:** Puberty Year 5	**Autumn Term:** Online WW2 experience. **Summer Term:** Residential **Summer Term:** Puberty Year 6
Assemblies		**Autumn Term** School Values Harvest Festival Black History Month National Poetry Day World Space Week World Mental Health Day Recycle Week Diwali Remembrance Day World Science Day World Kindness Day Anti-bullying Week Advent/Christingle - Tolerance of faiths and beliefs		**Spring Term** Resolutions Importance of Exercise and Healthy Eating World Religion Day Martin Luther King Day Chinese New Year Safer Internet Day Children's Mental Health Week Random Acts of Kindness Day World Book Day Science Week World Maths Day		**Summer Term** St George's Day Ramadan David Attenborough International Day of Families Walk to School week Pentecost World Oceans Day Healthy Eating week Armed Forces Day NHS anniversary day Malala Yousefzai Birthday Bastille Day Asalha Puja	

Road/Online/water/rail safety and physical health - PE/PSHE/PSHE leads (bikeability, Dudley road safety, fire brigade, lifeboats, dental nurse, school nurse etc.)