

PSHE (Physical, Social, Health and Economic) and RSE (Relationships and Sex Education Policy 2022-2023



Adopted by

St John's CE Primary School

This policy is reviewed and updated by Kevin Medway, Trust Safeguarding Lead. This is approved annually by The Trust and adapted and implemented by the Trust Schools.

This policy is written in conjunction with existing DfE guidance which is listed on Page 3.

Reviewed: March 2022

Next Review Date: March 2023

This policy is currently under review and awaiting to be ratified at the next meeting of the Local Governing Body.

In collaboration with





Vision Statement

Shaping lives. Shaping futures.

Start children off on the way they should go, and even when they are old, they will not turn from it.

Proverbs 22:6

Our vision is rooted in our core values of:

Love

Friendship

Truthfulness

Forgiveness

We promote:

- ❖ An inclusive and nurturing ethos where children can grow in confidence and knowledge in order to achieve their full potential both academically, socially and morally.
- ❖ An engaging and inspiring curriculum that meets the needs of our pupils and fosters a lifelong love of learning.
- ❖ Positive relationships and a developed moral understanding for all of our pupils.
- ❖ Independence and resilience to allow pupils to achieve their potential
- ❖ Self-belief, motivation and a desire to aim high.
- ❖ A collaborative approach between parents, school and the local community with the children at the centre.

Statement: Safeguarding and Promoting the Welfare of Children

1. Rationale and Ethos:

- 1.1 PSHE
- 1.2 Equality
- 1.3 Statutory Relationships and Health Education
- 1.4 Sex Education
- 1.5 Parents' right to request their child be excused from Sex Education

2. Roles and Responsibilities

- 2.1 Governing Body
- 2.2 Head Teachers/Head of schools
- 2.3 PSHE Leads
- 2.4 Staff
- 2.5 Parents/Carers

3. Our Curriculum – School Specific.

Organisation of RSE within the PSHE Curriculum

4. Safe and Effective Practice

5. Safeguarding, reports of abuse and confidentiality

6. Engaging Stakeholders

7. Monitoring, Reporting and Evaluation

Appendices – Specific to individual schools

1. Rationale and Ethos:

1.1 PSHE

We teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The overview of the programme can be found on the school website.

We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our PSHE and RSE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

[It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION \(RSE\) AND HEALTH EDUCATION \(RSHE\)"](#) and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

1.2 Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document “Valuing all God’s Children”, 2019, states:

“Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.”

It also asserts:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1).

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

1.3 Statutory Relationships and Health Education

“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 Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“We want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance

“Schools are free to determine how to deliver the content set out in the DfE guidance in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Our schemes of work have been carefully considered to ensure progression and a spiral curriculum. Details of this school’s curriculum content and delivery method can be seen in section 3. Each school within the Spire Educational Trust has carefully constructed a PSHE and RSE curriculum which meets both the statutory Relationships and Health Education requirements in an appropriate way for the pupils at their educational setting.

Regular reviews, monitoring and updates ensure that we use the most up to date teaching materials and that our teachers are well-supported.

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. RSE is centred on personal safety, caring for others and building strong relationships.

Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. We aim to inform pupils, presenting relevant facts in an objective and balanced manner. The Spire Church of England Trust will help young people learn to respect themselves and others, enabling them to move with confidence through childhood and the beginning stages of adolescence, empowering them with the knowledge and confidence to prepare them for their journey to adulthood.

Intended outcomes for RSE at The Spire Church of England Trust will enable:

- Opportunities to clarify some of their attitudes towards friendships, sexuality and gender.
- Opportunities to discuss some moral issues – hearing the points of view of others and respecting other peoples’ decisions, rights and bodies.
- A chance to explore ideas about family, parenting and the ways in which people care for each other.
- A safe environment for pupils to understand their bodies and bodily functions.
- Provide information which is realistic and relevant, and which reinforces positive social norms.
- The promotion of positive mental wellbeing and self-perception.

RSE is embedded within our PSHE programme and we select activities and resources which are **age, experience, and culture appropriate**. Objective discussion of diversity in sexual orientation will be addressed in order to meet the needs of all students.

This is coupled with teaching students about the human body and its changes during puberty, including information about reproduction, control of fertility and sexual health, sexuality and sexual relationships.

Teaching will reflect the society that we now live in, including ensuring that RSE fosters gender equality and LGBT+ equality by teaching about LGBT+ people, relationships and families.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT+ equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT+ people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”*

1.4 Sex Education

The DfE Guidance recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'.

Schools are to determine the content of sex education. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

We feel that it is important that our pupils receive accurate information in a safe setting in which they can ask questions. This is delivered through specific lessons within our PSHE curriculum. These are highlighted in section 3 on our Curriculum Map.

1.5 Parents' right to request their child be excused from Sex Education

In **primary schools**, parents and carers **can withdraw** their child from any of the sex education delivered, **other than as part of the science curriculum**. DfE Guidance

Parents retain the right to withdraw their child from sex education at primary and secondary up until 3 terms before a child's 16th birthday when the child can choose to opt in. There will be no right to withdraw from Relationships Education.

The head teacher or another member of school staff would discuss with parents and carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was discussed in class, rather than what was directly discussed by the teacher (although the detrimental effects may be mitigated if parents and carers propose to deliver sex education to their child at home instead).

2. Roles and Responsibilities

2.1. The Trust will approve the RSE policy, and hold the LGB and Headteacher to account for its implementation.

2.2 Governing Body

The Governing Body will ensure that:

- The implementation of the RSE policy is monitored and a representative of the Governing Body is appointed who will be part of a working party that reviews the policy.
- The RSE policy is monitored on an annual basis and will give serious consideration to any comments from parents/carers about the RSE curriculum and keep a record of all such comments.
- The content, delivery and all materials related to RSE are in accordance with the Trust's ethos and enable the Trust to fulfil its legal obligation.

2.3 Headteacher/Head of Schools

The Headteachers/Head of Schools will ensure that:

- All staff and parents/carers are informed of the policy and that the policy is implemented effectively.

- Members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.
- *The school is compliant with the Equality Act 2010, under which sexual orientation and gender reassignment are amongst protected characteristics.*
- *The teaching of LGBT+ is embedded within programmes of study and not delivered as a stand-alone unit or lesson.*
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils.
- Liaison is made with all external agencies who work with pupils on the issues of RSE and ensure that they are aware of the school policy, and work within the framework.
- Clear information is available for parents/carers on the subject content.

2.4 PSHE Lead

Each school in the Trust has its own PSHE Lead

The PSHE Lead will ensure that:

- All training required by teaching staff will be provided, either personally or through external agencies and advisors.
- The teaching of RSE is monitored to ensure that it is delivered according to the RSE curriculum and programme of study (implementation).
- The impact of the RSE curriculum enables all pupils to achieve expected outcomes.
- Liaison within BMSLP will be undertaken to ensure best practice across the partnership.

2.4 Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or lack of respect.
- All pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence, trust and support.
- All pupils understand the importance of equality, trust and respect.
- Their teaching is sensitive and age appropriate in approach and content.
- At all times, teaching will take place in the context of an explicit moral framework.
- All points of view they may express during the course of teaching RSE are unbiased and free from personal opinion.
- The teaching of RSE is delivered in ways that are accessible to all pupils.
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE.
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters of RSE.
- Where a pupil has made it known that they have embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour/disclosure. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- A level of mutual respect is upheld with pupils in regard to the personal, private lives and opinions of staff.

2.6 Parents/Carers

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships and Sex Education.
- Able to discuss any concerns directly with the school.
- Encouraged to support the school in delivering this sensitive and statutory part of the curriculum and be open to discuss lesson content with their children.

3. Safe and effective practice

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some could be offensive
- Use their judgement in discussion depending on understanding and maturity level of learners.

Using the correct terminology will make it clear that everybody uses common words and avoids prejudiced or offensive language. Teachers are guided and supported with the appropriate terminology by the school scheme. Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time and visiting speakers.

Boundaries for discussion and confidentiality are discussed before the lessons begin. Each class/group establishes ground rules, explaining how they would like everyone to behave in order to learn. Distancing techniques (e.g. the friend, role play, worry box or 'ask-it basket') are used when teaching sensitive issues.

Inclusion

All children and young people, whatever their experience, background or identity are entitled to good quality RSE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture. Age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships. Teachers of RSE agree to work within the school's framework for RSE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of RSE.

Things that will be considered:

- The need to approach RSE sensitively, as pupils are all different, with different types of family.
- That staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- That RSE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils identify.

- That links between RSE and the school's inclusion policy are made.

4. Safeguarding, reports of abuse and confidentiality

We recognise that at the heart of RSE, the focus is on keeping children safe, and acknowledge the significant role schools have in preventative education.

We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports, as can effective RSE, which brings about an understanding of what is and is not appropriate in a relationship.

Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document 'Keeping Children Safe in Education,' all staff are aware of what to do if a child reports a concern and will follow the school's safeguarding procedures immediately. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved.

The school is aware that working with external agencies and partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. The school will check the credentials of all visiting organisations and any visitors linked with the agency. The school will also ensure that the teaching delivered by the visitor meets the planned programme and the published school policy. The school will work with agencies to ensure that the content delivered is age-appropriate and accessible to all pupils. Any material to be used as part of the delivery will be approved by the school in advance of the session. The school will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

Safeguarding and Promoting the Welfare of Children

Section 175/157 of the Education Act 2002 places a duty on schools to make arrangements for its pupils and states that:

"Proprietors/governors of independent schools (which include Academies and Free schools) must make arrangements to safeguard and promote the welfare of pupils at the school."

Working Together to Safeguard Children (HM Government 2018) requires all schools to follow the procedure for protecting children from abuse. This Positive Relationship (Behaviour and Rewards) Policy was written with reference to Keeping Children Safe in Education (September 2021) which defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children, and their

families to be safe, be healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

The Spire Educational Trust strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment
2. Identifying child welfare concerns and taking appropriate action
3. Using the curriculum to enable our children to develop keep safe strategies
4. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school policies are designed to meet these needs and are available on request or via the school website. This policy applies mostly to points 1 and 3 above and reflects current legislation, accepted best practice and complies with government guidance.

At Spire Educational Trust we recognise the importance of promoting healthy friendships and relationships through the whole school Christian ethos, child protection, anti-bullying work and the RSE Policy. Positive relationships and being given the knowledge that they will need will encourage children to disclose any worries about their own safety or the safety of another pupil. Key messages about healthy relationships are taught to all pupils using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

5. Engaging Stakeholders

Parents will be informed about the policy through written communication or e-mail home. The policy will be available to parents through the school website.

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of Relationships and Health education.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

The Trust Board will be informed of the RSE policy and curriculum through governor and /or trust board meetings.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

6. Monitoring, Reporting and Evaluation

Curriculum delivery is monitored as part of the PSHE monitoring cycle and this policy is reviewed on an annual basis.

APPENDIX

School Specific

Organisation of RSE within the PSHE Curriculum at St. John's CE Primary School

PSHE at St. John's is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and their communities.

Pupil's successes in PSHE are highlighted through certificates, praise postcards and other key responsibilities they are given within school. To enhance the curriculum, we have many opportunities including visiting speakers, an annual Mock Trial Competition and the school support various charities within the community.

Our Curriculum revisits as part of a spiral curriculum which builds on prior learning and prepares our pupils for the next stage of their education using PSHE Association accredited materials to meet the requirements on the teaching of RSE which were introduced in 2020.

Details of what is covered can be found in the table below:

Termly Overview						
	Autumn		Spring		Summer	
	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting Goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Difference between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	How babies grow Understanding a baby's needs Outside body changes Girls and puberty Family stereotypes Challenging my ideas Preparing for transition
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity)	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Difference as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition