


Relationships and Health Education policy  
Incorporating; Relationships Education; Health Education,  
and Relationships and Sex Education

THE  
**C**  **MPASS**  
PARTNERSHIP OF SCHOOLS

As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' June 2019.

Relationships Education, Sex Education and Health Education (*referred to in this policy as RHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RHE involves lifelong learning, starting early in childhood and continuing throughout life, and so it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

### **Aims and Objectives**

The over-arching aim of RHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

The main objectives of the RHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Schools within the Compass Partnership ensure RHE is compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## **Teaching and Learning**

RHE is taught with clear learning objectives and is a subject that is developed as pupils progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any RHE is taught, time is spent on developing expectations with the pupils. These are based on three fundamental rights of the child:

- the right to learn;
- the right to be and feel safe;
- the right to feel and be respected.

RHE is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses and support agencies, such as Stonewall, Metro the NSPCC.

## **Content**

RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- families
- respectful relationships, including friendships
- online and media
- being safe
- intimate and sexual relationships, including sexual health

For more information about our RHE curriculum, see appendices 1 and 2.

The teaching of RHE meets the requirements of the statutory elements of the National Curriculum, relating to: Science (Sex Education); Relationships Education and Health Education.

The knowledge, skills and attitudes/values are taught within the following five topics:

- living in the wider world
- positive relationships at school
- safety, health and well-being
- relationships
- Sex and Relationships Education

See the Compass RHE curriculum.

Although RHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects

A core element of RHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective RHE. Different pupils' needs are taken into account when teaching RHE. This may require adjustments to the curriculum or how it is accessed for some pupils

## **Assessment**

Assessment is key to learning. Any teaching and learning in RHE starts with an assessment activity, to establish pupils' learning needs and prior understanding. Teacher assessment should be made against the key questions set out for each lesson/unit of work. End of Key Stage assessment in RHE is matched to the requirements set out in the DfE statutory guidance.

Pupils are expected to evaluate their learning in RHE in a variety of ways. At times, this will include written work but the majority of RHE assessment will be in the form of discussions, photos and personal reflection.

In general, pupils' learning in RHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. Parents/carers can also be asked to be involved in noting their child's development in these areas and is a good way of supporting parental understanding of RHE.

## **Parental Engagement**

Children **cannot** be withdrawn from Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are additional to that covered by the science curriculum, which is mandatory. They may request to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so.

If a parent/carer requests to withdraw their child from Sex Education, it is vital that the school talks their request through with them. Any parent/carer wishing to use the right to withdraw should always be directed to meet with the headteacher. It is important that this happens so that parents/carers are able to understand:

- what their child would be learning and why;
- what aspects they can and cannot be withdrawn from;
- what the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

If, after discussion with parents/carers, it is agreed that a pupil will be withdrawn from any non-statutory Sex Education taking place then the schools will ensure that the pupil is occupied meaningfully during that time, with suitable and alternative learning provision.

The headteacher will also ask the parents/carers how they will be ensuring that the pupil to be withdrawn is going to be supported at home, to ensure that they are able to take part in all other statutory RHE taking place.

## **Roles and responsibilities**

### **Trustees**

Trustees will approve the RHE policy. Trustees have delegated the responsibility for the implementation of this policy to each local school committee.

### **The headteacher**

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of Relationships and Sex Education (RSE).

### **Staff**

Staff are responsible for:

- delivering RHE in a sensitive way;
- modelling positive attitudes to Relationships and Sex Education (RSE);
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-science) components of Relationships and Sex Education (RSE).

Staff do not have the right to opt out of teaching Relationships and Sex Education (RSE). Staff who have concerns about teaching Relationships and Sex Education (RSE) are encouraged to discuss this with the headteacher.

## **Pupils**

Pupils are expected to engage fully in RHE and, when discussing issues related to Relationships and Sex Education (RSE), treat others with respect and sensitivity.

## **Policy Development and Consultation**

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit.
- Staff views are taken into account through the subject leader's monitoring process and through discussions at Professional Development Meetings.
- Parents/carers are invited to attend RHE meeting, every year, to discuss what the school teaches, why RHE is important and how the subject is taught.

## **RHE and Safeguarding**

Effective RHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard pupils, RHE at this school follows the principles for effective RHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

## **RHE and Faith Perspectives**

Pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RHE is taught in a way that respects

all views and which takes the backgrounds of the pupils into account. Primarily, RHE is a subject dedicated to building pupils' empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage or contraception). However, RHE is always taught within the context of the Equality Act 2010 and the school places RHE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

### **Monitoring, Evaluation and Review**

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This policy will be reviewed by the Board of Trustees on a two-yearly cycle.

Adherence to the policy will be monitored by the local school committee.

Policy adopted:	Autumn Term 2021
Other related policies:	Behaviour and Relationships Equalities Inclusion Safeguarding including Child Protection
Next Review:	Autumn Term 2023

## Appendix 1: Compass RHE curriculum

### Rationale

**Throughout KS1** Children will learn about the importance of health and what keeps us healthy both mentally and physically including diet, exercise and nutrition. Relationships will be explored children will be introduced to the knowledge, skills and understanding needed to form healthy and safe relationships. Children will explore and understand families, friendships and people who care for them and about what makes caring and respectful relationships including relationships online. They will explore and learn safe behaviours and understand what to do if they feel unsafe. Children will focus on understanding and recognising emotions, building self-esteem, building respect for themselves and others and understanding what makes a healthy relationship of any kind. Children will begin to explore the idea of equalities through developing a sense of self identity and exploring the impact and value that everyone brings.

**Throughout KS2** Children will deepen their understanding of a health, lifestyle choices and the impact of these. Children will build on their understanding of how to keep themselves and others safe. Children will focus on personal development, identity and values, building self-esteem and respect for themselves and others and understanding what makes a healthy relationship including those online. They will be introduced to aspects of the human life cycle like puberty and will have gained some understanding of human reproduction in the context of healthy and respectful relationships. Children will continue to learn and understand how to keep themselves safe. They will understand the key facts about puberty, including physical and emotional changes, menstrual well-being and the menstrual cycle. Children will be well prepared for adolescence, including knowing how a baby is conceived and basic facts about pregnancy. Children will have a good understanding of the equalities act 2010 and explore some of the injustice and inequalities that led to its formation. They will develop a growing understanding of prejudice in its many forms, exploring the idea of unconscious bias and institutionalised racism.

The RHE curriculum is taught in a variety of ways both discretely, within the culture of the school for example through Assemblies, Restorative Justice and Pedagogical approaches in the classroom as well as being integrated into our wider curriculum through Science, Design Technology, Geography, History, Computing, RE and World Views

Through deepening children's understanding of emotional, physical and social aspects of growing up children are empowered to be active participants in the world and know how to actively challenge inequalities, overcome barriers, seek solutions and confidently participate in a changing world.



## **Prior Learning**

Throughout KS1 and KS2 children build on their understanding of belonging and friendships. In EYFS. Children will learn about happy, healthy, safe, respectful and responsible members of their local and wider community. Children will deepen their understanding of key concepts at an age appropriate level returning each year to the key strands of:

- Living in the wider world
- Positive relationships at school
- Safety, health and wellbeing
- Relationships
- Sex and relationship education

For example, throughout the curriculum children will build on their understanding of Finance. In Year 2 they will learn about spending choices as opposed to Year 6 where children learn about income, tax and debt.

## The Compass Partnership of Schools Personal, Social, Health and Economic Curriculum (PSHE)

'If civilization is to survive, we must cultivate the science of human relationships - the ability of all peoples, of all kinds, to live together, in the same world at peace' Franklin D. Roosevelt

### Rationale

**Throughout KS1** Children will learn about the importance of health and what keeps us healthy both mentally and physically including diet, exercise and nutrition. Relationships will be explored children will be introduced to the knowledge, skills and understanding needed to form healthy and safe relationships. Children will explore and understand families, friendships and people who care for them and about what makes caring and respectful relationships including relationships online. They will explore and learn safe behaviours and understand what to do if they feel unsafe. Children will focus on understanding and recognising emotions, building self-esteem, building respect for themselves and others and understanding what makes a healthy relationship of any kind. Children will begin to explore the idea of equalities through developing a sense of self identity and exploring the impact and value that everyone brings.

**Throughout KS2** Children will deepen their understanding of a health, lifestyle choices and the impact of these. Children will build on their understanding of how to keep themselves and others safe. Children will focus on personal development, identity and values, building self-esteem and respect for themselves and others and understanding what makes a healthy relationship including those online. They will be introduced to aspects of the human life cycle like puberty and will have gained some understanding of human reproduction in the context of healthy and respectful relationships. Children will continue to learn and understand how to keep themselves safe. They will understand the key facts about puberty, including physical and emotional changes, menstrual well-being and the menstrual cycle. Children will be well prepared for adolescence, including knowing how a baby is conceived and basic facts about pregnancy. Children will have a good understanding of the equalities act 2010 and explore some of the injustice and inequalities that led to its formation. They will develop a growing understanding of prejudice in its many forms, exploring the idea of unconscious bias and institutionalised racism.

The PHSE curriculum is taught in a variety of ways both discretely, within the culture of the school for example through Assemblies, Restorative Justice and Pedagogical approaches in the classroom as well as being integrated into our wider curriculum through Science, Design Technology, Geography, History, Computing, RE and World Views. The use of no-outsiders' assemblies further enriches the children's understanding of equalities and sense of identity.

Through deepening children's understanding of emotional, physical and social aspects of growing up children are empowered to be active participants in the world and know how to actively challenge inequalities, overcome barriers, seek solutions and confidently participate in a changing world.

### **Prior Learning**

Throughout KS1 and KS2 children build on their understanding of belonging and friendships. In EYFS. Children will learn about happy, healthy, safe, respectful and responsible members of their local and wider community. Children will deepen their understanding of key concepts at an age appropriate level returning each year to the key strands of:

- Living in the wider world
- Positive relationships at school
- Safety, health and wellbeing
- Relationships
- Sex and relationship education

For example, throughout the curriculum children will build on their understanding of Finance. In Year 2 they will learn about spending choices as opposed to Year 6 where children learn about income, tax and debt.

### **Note for Teachers:**

Some of the topics and themes discussed in this curriculum deal with sensitive issues that children or staff may have experience first-hand. It is important we consider this prior to delivery of lessons. This may take the form of pre-topic one to one discussions to provide the opportunity for the individual to raise anything related to their experience in a safe environment and for the teacher to assess how well they will access the content in a whole class environment.

- Key Questions are in blue
- All Sex education is in red text
- The termly No Outsiders lesson is in Green
- Some resources links may involve setting up an account, but all are free.

- All schools have a copy of the No Outsiders texts
- There are 6 distinct topics across the year (year 6 have 3 but each is separated into 2 parts)
- Each Topic has 4 or 5 bullet points below it, each of these is likely to be the content of a lesson

YR	Curriculum Content	Resources/ notes	Curriculum Links / Prior Learning	Key Vocabulary
1	<p><b>Relationships</b>  <b>Ourselves and others; people who care for us; groups we belong to; families</b></p> <p><b>Key Question: Who is special to us?</b></p> <ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them <ul style="list-style-type: none"> <li>- what their family members, or people that are special to them, do to make them feel loved and cared for</li> </ul> </li> <li>• <i>how families are all different</i> but share common features – what is the same and different about them <ul style="list-style-type: none"> <li>- about different features of family life, including what families do / enjoy together</li> </ul> </li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <i>and who to ask for help</i> <ul style="list-style-type: none"> <li>- <i>To identify who can help when families make us feel unhappy or unsafe</i></li> </ul> </li> </ul> <p><b>No Outsiders 1.1</b>  <b>Key learning - To like the way I am</b>  <b>Suggested Text: Elmer by David Mckee</b></p>	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people'</p> <p>CWP – Yr1 – Lesson 3</p>	<p>RE-Belonging</p> <p>No-outsiders project will continue to build throughout the curriculum from EYFS</p>	<p>Friends Feelings</p> <p>Respect Equality</p>

<p><b>Health and wellbeing</b>  <b>Being healthy; hygiene; medicines; people who help us with health</b></p> <p><b>Key Question: What helps us stay healthy?</b></p> <ul style="list-style-type: none"> <li>• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul> <p><b>No Outsiders 1.2</b>  <b>Key learning - To join in</b>  <b>Suggested Text: Going to the Volcano by Andy Stanton</b></p>	<p>PSHE Association - Dental Health</p> <p>PSHE Association – Drug and Alcohol Education (Lesson 1)</p> <p>Lifebuoy - '<a href="#">Soaper Heroes</a>' lesson plans (KS1 – 5-8)</p>		<p>Unhealthy/Healthy Well/Unwell Hospital</p>
<p><b>Living in the wider world</b>  <b>Money; making choices; needs and wants</b></p> <p><b>Key Question: What can we do with money?</b></p> <ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul> <p><b>No Outsiders 1.3</b></p>	<p>Experian - Values, Money and Me (KS1) <a href="#">Do the right thing Hero or Zero</a></p>	<p>DT/History RNLi Rescue-charities</p>	<p>Money Charity</p>

<p><b>Key learning – to find ways to play together.</b>  <b>Suggested Text: Want to play trucks? By Ann Stott and Bob Graham</b></p>			
<p><b>Health and wellbeing</b>  <b>Keeping safe; people who help us</b></p> <p><b>Key Question: Who helps to keep us safe?</b></p> <ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people <ul style="list-style-type: none"> <li>- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> </ul> </li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard <ul style="list-style-type: none"> <li>- how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul> </li> <li>• The difference between secrets and nice surprises (that everyone will find out about eventually) and that some secrets may hurt other or ourselves</li> </ul> <p><b>No Outsiders 1.4</b>  <b>Key learning – Proud to be me</b>  <b>Suggested Text: Hair, It's a Family Affair by Mylo Freeman</b></p>		<p>Computing Online  Safety- what to do If you need help</p> <p>DT/History RNLI  Rescue-charities</p>	<p>Safety  Secret  Accident</p> <p>Proud</p>

<p><b>Living in the wider world</b>  <b>Ourselves and others; the world around</b></p> <p><b>Key Question: How can we look after each other and the world?</b></p> <ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; <ul style="list-style-type: none"> <li>- What it feels like to be bullied. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</li> <li>- how people and animals need to be looked after and cared for</li> </ul> </li> <li>• Listen to other people and play and work cooperatively <ul style="list-style-type: none"> <li>- strategies to resolve simple arguments through negotiation</li> <li>- To communicate their feelings to others, to recognise how others show feelings and how to respond using simple language</li> </ul> </li> <li>• Recognise people have responsibilities to share and understand the need to return things that have been borrowed and take turns. <ul style="list-style-type: none"> <li>- the responsibilities they have in and out of the classroom</li> </ul> </li> <li>• what can harm the local and global environment; how they and others can help care for it <ul style="list-style-type: none"> <li>- Considering what improves and harms their natural environment.</li> </ul> </li> </ul> <p><b>No Outsiders 1.5</b>  <b>Key learning – I share the world with lots of people.</b>  <b>Suggested Text: My World Your World by Melanie Walsh</b></p>	<p><a href="#">Alzheimer's Society - Creating a dementia-friendly generation (KS1)</a></p> <p><a href="#">Experian - Values, Money and Me (KS1) – Costing the Earth</a></p> <p><a href="#">mhinkuknow: Jessie and Friends (Lesson 2)</a></p>	<p>Computing Online Safety- what to do If you need help</p> <p>DT/History RNLI Rescue-charities</p> <p>Geography- Environment al study- Recycling</p> <p>DT Single use plastic</p>	<p>Bully Responsibility Environment</p>
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	<p><b>Relationship</b>  <b>Ourselves and others; similarities and differences; individuality; our bodies</b></p> <p><b>Key Question: What is the same and different about us?</b></p> <ul style="list-style-type: none"> <li>what makes them special and how everyone has different strengths <ul style="list-style-type: none"> <li>what they like/dislike and are good at</li> <li>how their personal features or qualities are unique to them</li> <li>how they are similar or different to others, and what they have in common</li> </ul> </li> <li>developing a basic understanding of disability and celebrate difference. <ul style="list-style-type: none"> <li>To understand that we are all different but can still be friends</li> </ul> </li> <li><i>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</i> <ul style="list-style-type: none"> <li><i>to understand that our bodies belong to us, and we have a right to say no to them being touched</i></li> <li><i>to know that doctors and some adults may need to touch you to</i></li> </ul> </li> </ul> <p><b>No Outsiders 1.6</b>  <b>Key learning – To Work Together</b>  <b>Suggested Text: Errol's Garden by Gillian Hibbs</b></p>	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'</p> <p><a href="#">NSPCC – The underwear rule resources (PANTS)</a></p> <p>CWP – Yr1 – Lesson 1,2</p>	<p>Science-Body Parts</p>	<p>Bodies  Similar  Different  Boy  Girl  Male  Female  Private parts  Penis  Vulva</p> <p>Cooperation</p>
<b>YR</b>	<b>Curriculum Content</b>	<b>Resources/ notes</b>	<b>Curriculum Links</b>	<b>Key Vocabulary</b>
2	<p><b>Relationships</b>  <b>Friendship; feeling lonely; managing arguments</b></p> <p><b>Key Question: What makes a good friend?</b></p> <ul style="list-style-type: none"> <li>Respect for self and others <ul style="list-style-type: none"> <li>Identify and respect the differences and similarities between people.</li> <li>Celebrating and recognise strengths and setting goals.</li> </ul> </li> <li>how people behave when they are being friendly and what</li> </ul>		<p>Children continue to develop understanding of difference and individuality and how to use this to make friends</p>	<p>Similar  Different</p>



<p>makes a good friend</p> <ul style="list-style-type: none"> <li>- how to make friends with others</li> <li>• how to recognise when they feel lonely and what they could do about it</li> <li>• how to resolve arguments that can occur in friendships <ul style="list-style-type: none"> <li>- how to ask for help if a friendship is making them unhappy</li> </ul> </li> <li>• How to learn from experiences.</li> </ul> <p><b>No Outsiders 2,1</b>  <b>Key learning – To welcome different people</b>  <b>Suggested Text: Can I join your club? By John Kelly and Steph Laberis</b></p>		<p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p>	<p>Disability Equality</p>
<p><b>Relationships</b>  <b>Behaviour; bullying; words and actions; respect for others</b></p> <p><b>Key Question: What is bullying?</b></p> <ul style="list-style-type: none"> <li>• People and other living things have rights and that everyone has responsibilities to protect those rights.</li> <li>• Sharing opinions and explaining views. Recognising what is fair and unfair, kind and unkind, right and wrong. To offer constructive support and feedback <ul style="list-style-type: none"> <li>- how words and actions can affect how people feel</li> </ul> </li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe <ul style="list-style-type: none"> <li>- To judge what physical contact is acceptable and what is not.</li> </ul> </li> <li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable . <ul style="list-style-type: none"> <li>- Understand that feelings as well as bodies can be hurt.</li> <li>- how to respond if this happens in different situations</li> <li>- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul> </li> </ul>		<p>Children build on their initial discussion of bullying from Year 1</p> <p>Children begin to understand what consent means build on understanding that we have private parts</p> <p>Religion and World views</p>	<p>Rights Permission Consent</p> <p>Confidence</p>

<p><b>No Outsiders 2.2</b>  <b>Key learning – To have self-confidence</b>  <b>Suggested Text: Hot to be a lion by Ed Vere</b></p>			
<p><b>Living in the wider world</b>  <b>People and jobs; money; role of the Internet</b></p> <p><b>Key Question: What jobs do people do?</b></p> <ul style="list-style-type: none"> <li>• How they belong to groups and communities.</li> <li>• how jobs help people earn money to pay for things they need and want</li> <li>• about a range of different jobs, including those done by people they know or people who work in their community</li> <li>• how people have different strengths and interests that enable them to do different jobs</li> <li>• how people use the internet and digital devices in their jobs and everyday life</li> </ul> <p><b>No Outsiders 2.3</b>  <b>Key learning – To understand what diversity is</b>  <b>Suggested Text: The Great Bog Book of Families by Mark Hoffman and Ros Asquith</b></p>	<p>Experian - Values, Money and Me</p> <p><a href="#">Charity Job Week</a> (KS1)</p> <p><a href="#">I want it</a></p>	<p>Builds on money learning from Year 1</p>	<p>Career Job</p> <p>Diversity</p>
<p><b>Health and wellbeing</b>  <b>Keeping safe; recognising risk; rules</b></p> <p><b>Key Question: What helps us to stay safe?</b></p> <ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) <ul style="list-style-type: none"> <li>- That household products, including medicines, can be harmful if not used properly.</li> </ul> </li> </ul>	<p><a href="#">mhinkuknow: Jessie and Friends (Lesson 3)</a></p> <p>PSHE Association – Drug and Alcohol Education (Year 1-2) Lesson 2/3</p>	<p>Children continue their thread of understanding what makes them safe from Year 1</p> <p>Build on the understanding of consent into privacy</p>	<p>Privacy</p>

<ul style="list-style-type: none"> <li>• how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them <ul style="list-style-type: none"> <li>- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> </ul> </li> <li>• What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy and to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. <ul style="list-style-type: none"> <li>- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> </ul> </li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <ul style="list-style-type: none"> <li>- About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li> </ul> </li> </ul> <p><b>No Outsiders 2.4</b>  <b>Key learning – To think about what makes a good friend</b>  <b>Suggested Text: Amazing by Steve Antony</b></p>		<p>Online Safety  Passwords and  Privacy  Significant individual-  Florence  Nightingale/Mary  Seacole-NHS Caring</p> <p>Safety- Great Fire of  London</p>	
<p><b>Health and wellbeing</b>  <b>Being healthy: eating, drinking, playing and sleeping</b>  <b>Key Question: What can help us grow and stay healthy?</b></p> <ul style="list-style-type: none"> <li>• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest <ul style="list-style-type: none"> <li>- that eating and drinking too much sugar can affect their health, including dental health</li> <li>- how to be physically active and how much rest and sleep they should have everyday</li> <li>- that there are different ways to learn and play; how to</li> </ul> </li> </ul>	<p>Medway Public Health  Directorate - Primary  RSE Lessons – KS1,  Lesson 2, 'Growing up:  the human life cycle'</p> <p>PSHE Association -  Dental Health ( Recap)  PSHE Association - The  Sleep Factor (KS1)</p>	<p>Children continue to  understand how to  stay healthy</p> <p>Children build on  understanding of  naming different  body parts and start  to understand  growth</p>	<p>Stereotypes  Gender roles  Boy  Girl  Male  Female  Private parts  Penis  Vulva</p>

<ul style="list-style-type: none"> <li>- know when to take a break from screen-time</li> <li>- how sunshine helps bodies to grow and how to keep safe and well in the sun</li> <li>- How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</li> <li>• how people grow and change and how people's needs change as they grow from young to old <ul style="list-style-type: none"> <li>- <i>Understanding the processes of reproduction and growth in animals. (the focus on recognising growth not how reproduction occurs (cross- curricular link to science)</i></li> <li>- Process of growing old and changing needs (cross-curricular link to science).</li> </ul> </li> <li>• <i>To identify differences between males and females</i> <ul style="list-style-type: none"> <li>- <i>To explore some of the differences between males and females and to understand how this is part of the lifecycle</i></li> <li>- <i>To focus on sexual difference and name body parts</i></li> </ul> </li> <li>• <i>To introduce the concept of gender stereotypes</i></li> </ul> <p><b>No Outsiders 2.5</b>  <b>Key learning – To communicate in different ways</b>  <b>Suggested Text: What the Jacksaw Saw by Julia Donaldson and Nick Sharratt</b></p>	<p>CWP – Yr 2</p>	<p>Significant individual-  Florence  Nightingale/Mary  Seacole-NHS Caring  Science Living things,  basic needs, diet  and exercise</p>	<p>Communication</p>
<p><b>Health and wellbeing</b>  <b>Feelings; mood; times of change; loss and bereavement; growing up</b>  <b>Key Question: How do we recognise our feelings?</b></p> <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> </ul>	<p>PSHE Association –  Mental health and  wellbeing lessons (KS1)</p> <p><a href="#">Winston's Wish – Loss and bereavement</a></p>	<p>Children build on  learning around  feelings, similarities,  differences and  themselves and  begin to explore</p>	<p>Manage  Feelings</p>

	<ul style="list-style-type: none"> <li>- what helps them to feel good, or better if not feeling good</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust <ul style="list-style-type: none"> <li>- how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul> </li> </ul> <p><b>No Outsiders 2.6</b>  <b>Key learning – To know I belong</b>  <b>Suggested Text: All Are Welcome by Alexandra Penfold and Suzanna Kaufman</b></p>		feelings and their affect.	Belonging
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YR	Curriculum Content	Resources/ notes	Curriculum Links / Prior Learning	Key Vocabulary
3	<p><b>Relationships</b>  <b>Friendship; making positive friendships, managing loneliness, dealing with arguments</b></p> <p><b>Key Question: How can we be a good friend?</b></p> <ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>• how to build good friendships, including identifying qualities that contribute to positive friendships <ul style="list-style-type: none"> <li>- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile</li> </ul> </li> </ul>	Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship'	Children continue to build on friendship and bullying learning from KS1	Loneliness

<p>differences</p> <ul style="list-style-type: none"> <li>- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li> <li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>• To feel confident to raise their own concerns.</li> <li>• To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. <ul style="list-style-type: none"> <li>- To recognise bullying and abuse in different forms.</li> <li>- To consider the role and responsibility of people who witness bullying behaviour.</li> </ul> </li> </ul> <p><b>No Outsiders 3.1</b>  <b>Key learning – To understand discrimination</b>  <b>Suggested Text: This Is Our House by Michael Rosen</b></p>		<p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p>	<p>Discrimination</p>
<p><b>Health and wellbeing</b>  <b>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</b>  <b>Key Question: What keeps us safe?</b></p> <ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>- how to react and respond if there is an accident and how to <ul style="list-style-type: none"> <li>▪ deal with minor injuries e.g. scratches, grazes, burns</li> </ul> </li> <li>- what to do in an emergency, including calling for help and speaking to the emergency services</li> <li>• <i>To understand personal boundaries; to identify what they</i></li> </ul>	<p><a href="#">NSPCC – The underwear rule resources (PANTS)</a></p> <p>PSHE Association – Drug and Alcohol Education (Year 3-4 – Lesson 1)</p> <p>Environment Agency – Canal and river safety</p> <p>Lifebuoy - '<a href="#">Soaper Heroes</a>' <a href="#">lesson plans</a> (7-11)</p>	<p>Building on ideas of Privacy and consent from yr1/2 and on how to stay healthy to include risky situations  Online Safety  Internet safety</p> <p>Geography-Human impact on environment, link to rivers learning</p>	<p>Hazard  Emergency</p>

<p><i>are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</i></p> <ul style="list-style-type: none"> <li>- <i>that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</i></li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) <ul style="list-style-type: none"> <li>- About people who are responsible for helping them stay healthy and safe and ways that they can help these people. (E-safety aspects also covered in ICT).</li> </ul> </li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) <ul style="list-style-type: none"> <li>- That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> </ul> </li> </ul> <p><b>No Outsiders 3.2</b>  <b>Key learning – To understand what a bystander is</b>  <b>Suggested Text: We're All Wonders by R J Palacio</b></p>	<p>CWP – Yr 3 Lesson 2</p>		<p>Bystander</p>
<p><b>Relationships</b>  <b>Families; family life; caring for each other</b>  <b>Key Question: What are families like?</b></p> <ul style="list-style-type: none"> <li>• <i>To identify that people are unique and to respect those differences</i></li> <li>• <i>To explore the differences between male and female bodies</i></li> <li>• <i>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</i></li> <li>• how families differ from each other (including that not every family has the same family structure, e.g. single parents,</li> </ul>	<p>CWP – Yr 3 Lesson 1/3</p> <p><a href="#">Coram Life Education – Adoptables Schools Toolkit</a></p>	<p>Children continue to continue to develop their understanding of inclusivity and similarity and difference</p> <p>They also recap on SRE learning from KS1 and build upon this.</p>	<p>Similar  Different  Male  Female  Private parts  Penis  Testicles  Vulva  Vagina  Family  Fostering</p>

<p>same sex parents, step-parents, blended families, foster and adoptive parents)</p> <ul style="list-style-type: none"> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays <ul style="list-style-type: none"> <li>- how people within families should care for each other and the different ways they demonstrate this</li> <li>- how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul> </li> </ul> <p><b>No Outsiders 3.3</b>  <b>Key learning – To be welcoming</b>  <b>Suggested Text: Beegu by Alexis Deacon</b></p>		<p>History- Society/Community</p> <p>Religion and World views</p>	<p>Adoption Relationship</p>
<p><b>Living in the wider world</b>  <b>Community; belonging to groups; similarities and differences; respect for</b></p> <p><b>Key Question: What makes a community?</b></p> <ul style="list-style-type: none"> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school <ul style="list-style-type: none"> <li>- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>- how the community helps everyone to feel included and values</li> <li>- the different contributions that people make</li> <li>- how to be respectful towards people who may live differently to them</li> <li>- To work collaboratively towards shared goals.</li> </ul> </li> <li>• What improves and harms their natural environment.</li> <li>• The role money plays in their lives.</li> <li>• Why and how rules are enforced. How to take part in making and changing rules.</li> </ul>	<p>Experian - Values, Money and Me (KS1)  <a href="#">Finders Keepers (KS1)</a></p> <p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 -Y3/4), 'Belonging to a community'</p> <p><a href="#">Premier League Primary Stars – Diversity</a></p> <p>Worcester University - Moving and moving home (KS2)</p>	<p>Children continue to continue to develop their understanding of inclusivity and similarity and difference</p> <p>Children continue to build understanding of responsibility for community and environment</p> <p>History- Society/Community</p> <p>Religion and World views</p> <p>Building on Yr 2</p>	<p>Community Environment Laws Contribution</p> <p>Stereotype</p>



<p><b>No Outsiders 3.4</b>  <b>Key learning – To recognise a stereotype</b>  <b>Suggested Text: The Truth About Old People by Elina Ellis</b></p>			
<p><b>Health and wellbeing</b>  <b>Being healthy: eating well, dental care</b></p> <p><b>Key Question: Why should we eat well and look after our teeth?</b></p> <ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods <ul style="list-style-type: none"> <li>- how people make choices about what to eat and drink, including who or what influences these</li> </ul> </li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health <ul style="list-style-type: none"> <li>- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> </ul> </li> <li>• how, when and where to ask for advice and help about healthy eating and dental care</li> </ul> <p><b>No Outsiders 3.5</b>  <b>Key learning – To recognise and help an outsider</b>  <b>Suggested Text: The Hueys in the New Jumper by Oliver Jeffers</b></p>	<p>PSHE Association - Dental Health (KS2)</p>	<p>Children build on learning from KS1  Links to Yr 4 Science - teeth  Science Nutrition</p> <p>Plants and animals - Life cycle, what we need to grow</p> <p>DT Nutrition and health</p>	<p>Nutrition</p>

	<p><b>Health and wellbeing</b>  <b>Being healthy: keeping active, taking rest</b></p> <p><b>Key Question: Why should we keep active and sleep well?</b></p> <ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings <ul style="list-style-type: none"> <li>- how to be active on a daily and weekly basis</li> <li>- how to balance time online with other activities</li> <li>- how to make choices about physical activity, including what and who influences decisions</li> </ul> </li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul> <p><b>No Outsiders 3.6</b>  <b>Key learning – To consider living in Britain Today</b>  <b>Suggested Text: Planet Omar: Accidental Trouble Magnet by Zanib Mian</b> (N.B. this involves reading the text over a term to discuss topic)</p>	<p>PSHE Association - The Sleep Factor (KS2)</p>	<p>Children build on learning from KS1 on activity and sleep</p> <p>Science Nutrition</p> <p>P.E – fitness</p>	<p>Physical</p>
<b>YR</b>	<b>Curriculum Content</b>	<b>Resources/ notes</b>	<b>Curriculum Links</b>	<b>Key Vocabulary</b>
4	<p><b>Health and wellbeing</b>  <b>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</b></p> <p><b>Key Question: What strengths, skills and interests do we have?</b></p> <ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> </ul>	<p><a href="#">Premier League Primary Stars</a>  = <a href="#">Self-esteem</a>    <a href="#">Resilience</a></p>	<p>Building on ideas of individuality</p>	<p>Achieve  Aspiration  Goals  Future</p>

<ul style="list-style-type: none"> <li>• how to set goals for themselves <ul style="list-style-type: none"> <li>- how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul> </li> </ul> <p><b>No Outsiders 4.1</b>  <b>Key learning - To help some accept difference</b>  <b>Suggested Text: Along came a Different by Tom McLaughlin</b></p>		<p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p>	
<p><b>Relationships</b>  <b>Respect for self and others; courteous behaviour; safety; human rights</b></p> <p><b>Key Question: How do we treat each other with respect?</b></p> <ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online <ul style="list-style-type: none"> <li>- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> </ul> </li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns <ul style="list-style-type: none"> <li>- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> </ul> </li> <li>• To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media. <ul style="list-style-type: none"> <li>- To consider the role and responsibility of people</li> </ul> </li> </ul>	<p>Premier League Primary Stars –  <a href="#">Play the right way</a></p> <p><a href="#">Inclusion</a></p> <p><a href="#">Alzheimer's Society -Creating a dementia-friendly generation (KS2)</a></p>	<p>Continuation of learning around relationships</p> <p>Online Safety – safe and unsafe online behaviours. un/reliable information</p>	<p>Conflict  Resolve  Viewpoint  Choice  Decision  Anti-social  Aggressive  Stereotype  Responsibility  Privacy  Boundaries  Inclusive  discrimination</p>

<p>who witness bullying behaviour.</p> <ul style="list-style-type: none"> <li>• about the relationship between rights and responsibilities <ul style="list-style-type: none"> <li>- the rights that children have and why it is important to protect these</li> <li>- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> </ul> </li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination <ul style="list-style-type: none"> <li>- To understand what a disability is.</li> <li>- To have an understanding of difference.</li> <li>- To understand that words can hurt others.</li> <li>- To introduce the idea of non-inclusive language.</li> <li>- To recognise and challenge stereotypes</li> </ul> </li> </ul> <p><b>No Outsiders 4.2</b>  <b>Key learning - To choose when to be assertive</b>  <b>Suggested Text: Dogs Don't Do Ballet by Anna Kemp and Sarah Oglivie</b></p>			
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<p><b>Health and wellbeing</b>  <b>Feelings and emotions; expression of feelings; behaviour</b>  <b>Key Question: How can we manage our feelings?</b></p> <ul style="list-style-type: none"> <li>• What positively and negatively affects their physical, mental, and emotional health.</li> <li>• how everyday things can affect feelings <ul style="list-style-type: none"> <li>- how feelings change over time and can be experienced at different levels of intensity</li> </ul> </li> <li>• the importance of expressing feelings and how they can be expressed in different ways <ul style="list-style-type: none"> <li>- To feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</li> </ul> </li> <li>• how to respond proportionately to, and manage, feelings in different circumstances <ul style="list-style-type: none"> <li>- ways of managing feelings at times of loss, grief and change</li> <li>- how to access advice and support to help manage their own or others' feelings</li> </ul> </li> <li>• To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</li> </ul> <p><b>No Outsiders 4.3</b>  <b>Key learning - To be proud of who I am</b>  <b>Suggested Text: Red: A Crayon Story by Michael Hall</b></p>	<p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p> <p><a href="#">Winston's Wish – Loss and bereavement (KS2)</a></p>	<p>Continuing to develop emotional intelligence from yr2/3 - building on ideas of feeling in others</p> <p>Religion and World Views</p>	
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<p><b>Health and wellbeing</b> <b>Growing and changing; Puberty</b></p> <p><b>Key Question: How will we grow and change?</b></p> <ul style="list-style-type: none"> <li>• <i>To identify basic fact about puberty and how bodies change during puberty, including wet dreams</i> <ul style="list-style-type: none"> <li>- <i>how puberty can affect emotions and feelings</i></li> <li>- <i>how personal hygiene routines change during puberty</i> <ul style="list-style-type: none"> <li>▪ That bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul> </li> <li>- <i>how to ask for advice and support about growing and changing and puberty</i></li> <li>- <i>To explore the human lifecycle and how puberty is linked to reproduction</i></li> </ul> </li> <li>• To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</li> <li>• Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. <ul style="list-style-type: none"> <li>- The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> </ul> </li> <li>• <i>To explore and respect a range of relationships</i> <ul style="list-style-type: none"> <li>- <i>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</i></li> </ul> </li> </ul> <p><b>No Outsiders 4.4</b> <b>Key learning - To Find Common Ground</b></p>	<p>CWP – Yr 4 Lesson 1-3</p> <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' – Lesson 1</p>	<p>Continuing to develop SRE learning from Yr 2 and Building from Science.</p>	<p>Puberty Bacteria Virus Disease Routine Confidential</p>
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**Suggested Text: Aalfred and Aalbert by Morag Hood**

<p><b>Living in the wider world</b>  <b>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</b></p> <p><b>Key Question: How can our choices make a difference to others and the environment?</b></p> <ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them <ul style="list-style-type: none"> <li>- how everyday choices can affect the environment</li> <li>- how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>- how to show care and concern for others (people and animals)</li> </ul> </li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> <li>• To think about the lives of people living in other places, and people with different values and customs.</li> <li>• Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</li> <li>• Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view <ul style="list-style-type: none"> <li>- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> </ul> </li> </ul> <p><b>No Outsiders 4.5</b>  <b>Key learning - To look after my mental health</b>  <b>Suggested Text: When Sadness comes To Call by Eva Eland</b></p>	<p>Premier League Primary Stars  <a href="#">Tackling plastic pollution with Sky Ocean Rescue</a></p> <p><a href="#">RSPCA - Compassionate classroom lessons</a></p> <p>Team Margot – Giving help to others (<a href="#">resources on blood, stem cell and bone marrow donation</a>)</p> <p>Experian - Values, Money and Me  <a href="#">Charity week ks2</a></p>	<p>Building on learning previously and across curriculum on our responsibilities to the world  History –Governance and how events have impacted on society e.g. Suffragettes/Windrush</p> <p>Geography Impact of Humans – Climate change</p>	<p>Community  International Fundraising  Values  customs  Consumer</p> <p>Disability  Difference</p>
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<p><b>Health and wellbeing</b>  <b>Keeping safe; out and about; recognising and managing risk</b>  <b>Key Question: How can we manage risk in different places?</b></p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people's online actions can impact on other people <ul style="list-style-type: none"> <li>- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>- how to report concerns, including about inappropriate online content and contact</li> </ul> </li> </ul> <p><b>No Outsiders 4.6</b>  <b>Key learning - To show acceptance</b>  <b>Suggested Text: Julian is a Mermaid by Jessica Love</b></p>	<p><a href="#">Google &amp; Parentzone – Be Internet Legends</a></p> <p>PSHE Association – Drug and Alcohol Education (Year 3-4) Lesson 2</p> <p>Environment Agency – Flood alert</p>	<p>Building on learning from earlier in the year - relationships</p> <p>DT-clothes that protect (insulation)/Nutrition</p> <p>Online Safety – safe and unsafe online behaviours. un/reliable information</p>	<p>Assess Influenced</p>
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YR	Curriculum Content	Resources/ notes	Curriculum Links	Key Vocabulary
5	<p><b>Health and wellbeing</b>  <b>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</b></p> <p><b>Key Question: What makes up our identity?</b></p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences</li> </ul>	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Stereotypes'</p>	<p>Building on learning around similarities and differences and inclusion</p>	<p>Ethnic Identity  Gender identity  Sexual orientation  Unconscious bias</p>

	<p>between people and what they have in common with others</p> <ul style="list-style-type: none"> <li>- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>- That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</li> <li>- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> </ul> <ul style="list-style-type: none"> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. <ul style="list-style-type: none"> <li>- how to challenge stereotypes and assumptions about others</li> </ul> </li> <li>• What being part of a community means, and about the varied institutions that support communities locally and nationally. <ul style="list-style-type: none"> <li>- To appreciate the range of national, regional, religious and ethnic identities in the UK, to think about the lives of people in other places, and people with different values and customs.</li> </ul> </li> <li>• To introduce and explore the concept of unconscious bias.</li> </ul> <p><b>No Outsiders 5.1</b>  <b>Key learning - To consider consequence</b>  <b>Suggested Text: Kenny Lives with Erica and Martina by Olly Pike</b></p>	<p><a href="#">Premier League Primary Stars – Developing values</a></p> <p><a href="#">Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lesson</a></p>	<p>Religion and World views</p> <p>Respect-Golden Age of Islam</p> <p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p>	<p>Empathy</p>
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<p><b>Living in the wider world</b>  <b>Money; making decisions; spending and Saving</b></p> <p><b>Key Question: What decisions can people make with money?</b></p> <ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them <ul style="list-style-type: none"> <li>- how to keep track of money so people know how much they have to spend or save</li> <li>- how to recognise what makes something 'value for money' and what this means to them</li> </ul> </li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) <ul style="list-style-type: none"> <li>- that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</li> </ul> </li> </ul> <p><b>Careers; aspirations; role models; the future</b></p> <p><b>Key Question: What jobs would we like?</b></p> <ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime <ul style="list-style-type: none"> <li>- that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>- how people choose a career/job and what influences their decision, including skills, interests and pay</li> </ul> </li> <li>• about the skills, attributes, qualifications and training needed for different jobs <ul style="list-style-type: none"> <li>- that there are different ways into jobs and careers, including college, apprenticeships and university</li> </ul> </li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might</li> </ul>	<p>Experian - Values, Money and Me (KS1)  <a href="#">Do you need it</a></p> <p><a href="#">Finders keepers ks2</a></p> <p><a href="#">LOUD! Network - Job skills, influences and goal</a></p>	<p>Building on their understanding of the role of money</p> <p>Building on sense of community and jobs</p> <p>History Role of society</p>	<p>Loan  Credit  Current account  Consumer</p> <p>Career  Qualifications</p>
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<p>influence their decisions</p> <ul style="list-style-type: none"> <li>- how to question and challenge stereotypes about the types of jobs people can do</li> </ul> <p><b>No Outsiders 5.2</b>  <b>Key learning - To justify my actions</b>  <b>Suggested Text: Rose Blanche by Ian McEwan and Roberto Innocenti</b></p>			
<p><b>Health and wellbeing</b>  <b>Feelings and emotions; expression of feelings; behaviour</b>  <b>Key Question: How can we help in an accident or emergency?</b></p> <ul style="list-style-type: none"> <li>• School rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</li> </ul> <p><b>No Outsiders 5.3</b>  <b>Key learning - To consider responses to racist behaviour</b>  <b>Suggested Text: Mixed by Arree Chung</b></p>	<p><a href="#">St John Ambulance: 'First Aid Training in School' lesson plans, KS2</a></p>		

	<p><b>Relationships</b>  <b>Friendships; relationships; becoming independent; online safety</b>  <b>Key Question: How can friends communicate safely?</b></p> <ul style="list-style-type: none"> <li>• how friends and family communicate together; how the internet and social media can be used positively <ul style="list-style-type: none"> <li>- The responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)</li> <li>- To understand that words/text/email /SMS once said/written cannot be taken back/deleted. (E-safety aspects also covered in ICT)</li> <li>- The importance of protecting personal information, including passwords (E-safety also covered in ICT).</li> <li>- how knowing someone online differs from knowing someone face-to-face</li> <li>- how to recognise risk in relation to friendships and keeping safe</li> <li>- about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> </ul> </li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond and ask for help <ul style="list-style-type: none"> <li>- How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.)</li> <li>- Exploration of bullying including homophobic bullying.</li> </ul> </li> <li>• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view.</li> </ul>	<p><a href="#">Thinkuknow – Play, Like, Share</a></p> <p><a href="#">Google &amp; Parentzone – Be Internet Legends</a></p>	<p>Online Safety Bias and validity</p>	<p>Consequence  Homophobic Abuse  Prejudice</p>
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<ul style="list-style-type: none"> <li>- how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>- how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul> <p><b>No Outsiders 5.4</b>  <b>Key learning - To recognise when someone needs help</b>  <b>Suggested Text: How to Heal a Broken Wing by Bob Graham</b></p>			
<p><b>Health and wellbeing</b>  <b>Drugs, alcohol and tobacco; healthy habits</b>  <b>Key Question: How can drugs common to everyday life affect health?</b></p> <ul style="list-style-type: none"> <li>• To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</li> <li>• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing <ul style="list-style-type: none"> <li>- that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>- how laws surrounding the use of drugs exist to protect them and others</li> </ul> </li> <li>• why people choose to use or not use different drugs <ul style="list-style-type: none"> <li>- how people can prevent or reduce the risks associated with them</li> </ul> </li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns</li> </ul>	<p>1 decision - Keeping/staying healthy (£)</p> <p>PSHE Association – Drug and Alcohol Education (Year 5-6) Lesson 1-2</p>	<p>Extending children's understanding about keeping healthy and use of medicines</p> <p>DT Nutritionally balanced meals</p>	<p>Debate  Issues  Problems  Events  Manage  Critical  Illegal</p>

<p>about any drug use</p> <ul style="list-style-type: none"> <li>- how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul> <p><b>No Outsiders 5.5</b>  <b>Key learning - To explore friendship</b>  <b>Suggested Text: The Girls by Lauren Lee and Jenny Lovlie</b></p>			
<p><b>Relationships</b>  <b>Growing, changing, families and friendship</b>  <b>Key Question: <i>How does puberty and growing up affect us and those around us?</i></b></p> <ul style="list-style-type: none"> <li>• <i>About human reproduction and how their body will change as they approach and move through puberty, including menstruation and menstrual wellbeing, erections and wet dreams</i> <ul style="list-style-type: none"> <li>- <i>How their body will, and their emotions may, change as they approach and move through puberty.</i></li> </ul> </li> <li>• <i>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship</i> <ul style="list-style-type: none"> <li>- about the different types of relationships people have in their lives</li> <li>- The civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make a commitment</li> </ul> </li> <li>• How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</li> </ul>	<p>CWP – Yr 5 Lesson 1-3</p> <p><a href="#">Betty – It's perfectly natural</a></p> <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' – Lesson 2/3</p>	<p>Building on puberty and relationships learning from yr4</p> <p>Science- Human Life Cycles and changes as we age</p> <p>DT Nutritionally balanced meals</p>	<p>Sexual orientation  Civil partnership  Puberty</p>

	<p>- How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>No Outsiders 5.6</b>  <b>Key learning - To exchange dialogue and express and opinion</b>  <b>Suggested Text: When Tango Makes Three by Justin Richardson by Peter Parnell</b></p>			
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YR	Curriculum Content	Resources/ notes	Curriculum Links	Key Vocabulary
6	<p><b>Health and wellbeing</b>  <b>Looking after ourselves; growing up; becoming independent; taking more responsibility</b>  <b>Key Question: How can we keep healthy as we grow?</b></p> <ul style="list-style-type: none"> <li>School rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>Revision of how mental and physical health are linked and how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>how to plan a healthy meal</li> <li>how to stay physically active</li> <li>how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their</li> </ul> </li> </ul>	<p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2</p> <p>PSHE Association and - The sleep factor (KS2) ( recap)</p> <p><a href="#">Every Mind Matters – Sleep (KS2)</a></p> <p>PSHE Association - Dental Health ( recap)</p>	<p>Summery of everything they have learned about staying healthy with the addition of FGM and a deeper focus on Mental health</p> <p>Grooming, radicalization, gang crime, cyber bullying</p>	<p>Risk Assess Hygiene Habit</p> <p>FGM PTSD Mental Health Expression Respect</p>



	<p>spread.</p> <ul style="list-style-type: none"> <li>- how to benefit from and stay safe in the sun</li> <li>- how and why to balance time spent online with other activities</li> <li>- how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>- how to manage the influence of friends and family on health choices</li> </ul> <ul style="list-style-type: none"> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one <ul style="list-style-type: none"> <li>- how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them (also explored in science curriculum).</li> </ul> </li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school <ul style="list-style-type: none"> <li>- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>- that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>- that mental health difficulties can usually be resolved or managed with the right strategies and support</li> <li>- <i>that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else'</i></li> </ul> </li> <li>• Looking at the lifelong (and sometimes fatal) mental health issues which can result from bullying.</li> </ul>	<p>PSHE Association – Drug and Alcohol Education (Year 5-6) Lesson 3</p> <p><a href="#">Lifebuoy - 'Soaper Heroes' lesson plans</a> (KS2 – 9-12)</p> <p>PSHE Association - Keeping safe: FGM</p>	<p>No outsiders project helps to continue to build understanding of inclusion, respect and equality</p>	<p>Amnesty International Immigration Refugee</p>
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<p><b>No Outsiders 6.1</b>  <b>Key learning - To consider responses to immigration</b>  <b>Suggested Text: King of the Sky by Nicola Davis</b></p>			
<p><b>Health and wellbeing</b>  <b>Looking after ourselves; growing up;</b>  <b>becoming independent; taking more responsibility</b>  <b>Key Question: How can we challenge the causes of racism?</b></p> <ul style="list-style-type: none"> <li>• Exploring unconscious bias <ul style="list-style-type: none"> <li>- To understand what is meant by 'systemic racism', and to realise that some of the systems we operate in can be racist without bad intention from the people within it.</li> </ul> </li> <li>• The difference between 'not racist' and 'anti-racist'. Developing understanding that we all have a responsibility to stand up against racism (be anti-racist) if things are to change, and that it is not enough to just not be a perpetrator of racism.</li> </ul>		<p>Building on wider curriculum and previous learning around inclusion and diversity and equity. Religion and World views</p>	<p>Equity  Systemic racism  Racism  BLM</p>

<ul style="list-style-type: none"> <li>Looking critically at the different ways the media portrays a story depending on the race of the subject.</li> <li>Learning about the history of how history has been taught through the voices and stories of the most powerful people at the time. Learning to actively seek out the historically unheard stories – suggested text could be 'Hidden Figures', and a study into the Windrush scandal.</li> <li>Exploring the causes and history of the Black Lives Matter movement.</li> </ul> <p><b>No Outsiders 6.4</b>  <b>Key learning - To consider causes of racism</b>  <b>Suggested Text: The Island by Armin Greder</b></p>			
<p><b>Living the wider world</b>  <b>Media literacy and digital resilience; influences and decision-making; online safety</b>  <b>Key Question: How can the media influence people?</b></p> <ul style="list-style-type: none"> <li>how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions <ul style="list-style-type: none"> <li>that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> </ul> </li> <li>that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions how text and images can be manipulated or invented; strategies to recognise this <ul style="list-style-type: none"> <li>To recognise how images in the media do not always reflect reality and can affect how people feel about</li> </ul> </li> </ul>	<p>PSHE Association and GambleAware -Exploring risk (KS2)</p> <p>PSHE Association – Drug and Alcohol Education (Year 5-6) Lesson 4</p> <p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 –Y5/6), 'Extremism'</p> <p>NewsWise, Lessons <a href="#">3</a> and <a href="#">5</a> and <a href="#">6</a></p>	<p>Building on and consolidating all prior learning on online safety and media influences</p> <p>Online Safety Positive digital footprints.</p>	<p>Consent</p>

	<p>themselves.</p> <ul style="list-style-type: none"> <li>- To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</li> <li>- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. <ul style="list-style-type: none"> <li>- to recognise unsafe or suspicious content online and what to do about it</li> </ul> </li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them <ul style="list-style-type: none"> <li>- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> </ul> </li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have <ul style="list-style-type: none"> <li>- to discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> </ul> </li> </ul> <p><b>No Outsiders 6.2</b>  <b>Key learning - To consider language and freedom of speech</b>  <b>Suggested Text: The Only Way is Badger by Stella J. Jones and Carmen Saldana</b></p>	<p><a href="#">BBFC – Let's watch a film – making choices about what to watch</a></p> <p>Childnet – Trust me</p> <p><a href="#">Every Mind Matters – Social media (KS2)</a></p> <p>City of London Police - Cyber Detectives</p>		<p>Rights  Universal Declaration of Human Rights  Freedom of speech</p>
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<p><b>Living the wider world</b>  <b>Media literacy and digital resilience; influences and decision-making; online safety</b>  <b>Key Question: How do I become a global citizen?</b></p> <ul style="list-style-type: none"> <li>• To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment).</li> <li>• Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations e.g. consent in different contexts (adapt where necessary).</li> <li>• To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) <ul style="list-style-type: none"> <li>- About enterprise and the skills that make someone 'enterprising'</li> </ul> </li> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. <ul style="list-style-type: none"> <li>- To think about the lives of other people living in other places and people with different values.</li> <li>- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> </ul> </li> </ul> <p><b>No Outsiders 6.3</b>  <b>Key learning - To overcome fears about difference</b>  <b>Suggested Text: Leaf by Sandra Diechmann</b></p>	<p>Experian - Values, Money and Me <a href="#">A fair day play ks2</a></p>	<p>Building on their understanding across the curriculum of community and civilisation  Pulling together ideas around jobs and money</p> <p>Building on understanding of the impact they can have on the environment</p> <p>History Civilisation- impact of WW" on modern civilisation</p> <p>Geography-Impact of Humans on the Planet- Great Pacific Garbage Patch</p>	<p>Interest  Loan  Debt  Tax  Economic  Sustainability  Entrepreneur  Enterprise  Risk  Assess</p>
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	<p><b>Relationships</b>  <b>Different relationships, changing and growing, adulthood, independence, moving to secondary school</b>  <b>Key Question: What will change as we become more independent?</b></p> <ul style="list-style-type: none"> <li>• Exploration of bullying behaviour. <ul style="list-style-type: none"> <li>• Individuality and the right to personal choice.</li> <li>• Acceptance and homophobic bullying.</li> <li>• To recognise and challenge stereotypes realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help.</li> </ul> </li> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships <ul style="list-style-type: none"> <li>• Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> </ul> </li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership <ul style="list-style-type: none"> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• <i>To explore the importance of communication and</i></li> </ul> </li> </ul>	<p>CWP – Yr 6 Lesson 4</p> <p>Medway Public Health Directorate - Primary RSE lessons (Y6) Lesson 3</p>	<p>Pulling together ideas around relationships, identity and choice. Revisiting consent and its importance Concluding ideas around bullying Religion and World views</p>	<p>Trolling Consent</p> <p>FGM Transgender Choice</p>

<ul style="list-style-type: none"> <li><i>respect in relationships</i></li> <li><i>Explore positive and negative ways of communicating including boundaries and bullying; in relationships and at home. Who to talk to/ go to for help (include helpline contacts for FGM).</i></li> <li><i>Personal boundaries and the right to say no.</i></li> </ul> <p><b>No Outsiders 6.5</b>  <b>Key learning - To show acceptance</b>  <b>Suggested Text: Introducing Teddy by Jessica Walton and Dougal MacPherson</b></p>			
<p><b>Relationships</b>  <b>Different relationships, changing and growing, adulthood, independence, moving to secondary school</b>  <b>Key Question: How do friendships change as we grow?</b></p> <ul style="list-style-type: none"> <li><i>how puberty relates to growing from childhood to adulthood</i></li> <li><i>how their body will, and their emotions may, change as they approach and move through puberty</i></li> <li><i>about the reproductive organs and process</i></li> <li><i>- consider the different ways people might start a family</i></li> <li><i>how babies are conceived and born and how they need to be cared for</i></li> <li><i>that there are ways to prevent a baby being made<sup>2</sup></i></li> <li><i>how growing up and becoming more independent comes with increased opportunities and responsibilities</i></li> <li><i>how friendships may change as they grow and how to manage this</i></li> <li>how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	<p>CWP – Yr 6 Lesson 1-3</p> <p>Medway Public Health Directorate - Primary RSE lessons (Y6) Lesson 1,2,4</p> <p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lesson 3, Feelings and common anxieties when transitioning to secondary school</p> <p>Every Mind Matters – <a href="#">Transition to secondary school</a></p>	<p>Final SRE topic concluding understanding of reproduction in humans. Children also bring together concept of change</p>	<p>Bereavement</p>

	<ul style="list-style-type: none"><li>• Transitions between schools and understanding /establishing boundaries in a new environment.</li><li>• About change, including, loss, separation, divorce and bereavement.</li></ul> <p><b>No Outsiders 6.5</b> <b>Key learning - To consider democracy</b> <b>Suggested Text: A Day in the Life of Marlon Bundo by Marlon Bundo with Jill Twiss</b></p>			
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**Appendix 2: RHE Yearly teaching overview:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	What is the same and different about us?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?  What jobs would we like?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	<i>How does puberty and growing up affect us and those around us?</i>

<b>Year 6</b>	<b>How can we keep healthy as we grow?</b> <b>How can we challenge the causes of racism?</b>	<b>How can the media influence people?</b> <b>How can I become a global Citizen?</b>	<b>What will change as we become more independent?</b> <b>How do friendships change as we grow?</b>
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