



# Relationships, Sex and Health Education (RSHE) Policy

## Hayward's Primary School



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Signed:

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# Hayward's Primary School

## Relationships, Sex and Health Education (RSHE)

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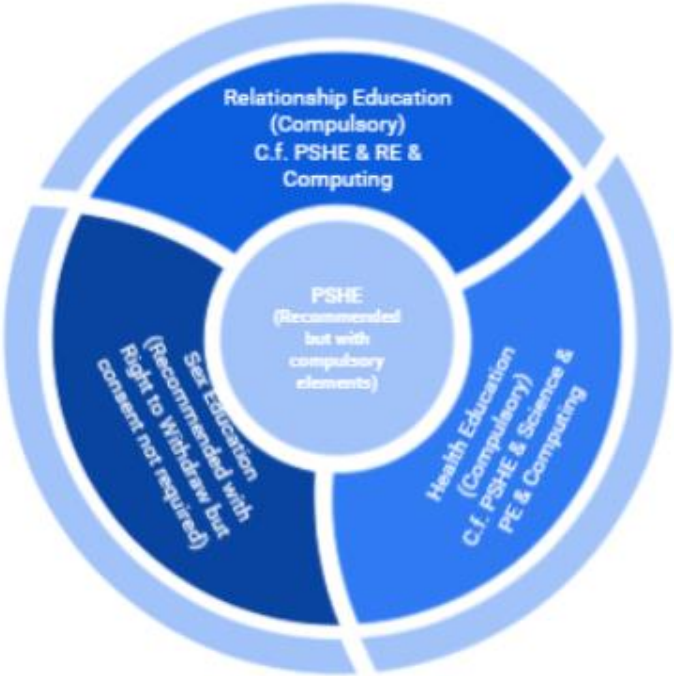
### **Rationale**

We recognise the challenge that our pupils face growing up in an increasingly complex world, in particular with the challenges that they face in the online world. We want our children to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We want our children to grow up happy and with an awareness of how to manage themselves and their interactions with other children in a positive way. This policy sets out how we do this at Hayward's Primary School. This policy has been shared and discussed with parents at our parents' forum meeting and in discussion with school governors.

### **The Law**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationship, Sex and Health Education (RSHE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For clarity, PSHE is not compulsory, but elements of it are. The Relationship and Health education elements are compulsory for all children. Other aspects of PSHE, including Sex Education are not compulsory, but recommended and therefore, Parents and Carers do have the right to withdraw from these elements with permission of the Headteacher. Details on the 'Right to Withdraw' can be seen in Section 6 of this document.



Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils or their families because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, identity or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

**Children from different faiths**

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects. We take care to ensure that the religious background of all pupils is taken into account when planning the teaching and delivery of SRE at Hayward's. We want to ensure that topics are appropriately and sensitively handled with an awareness of the beliefs of all children.

In our school, teaching should reflect the law, including the Equality Act 2010, as it applies to relationships, so that our young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

## Relationship Education

Relationship Education at Hayward's teaches the fundamental building blocks and characteristics of positive relationships. We recognise the importance that positive relationships have, and their immense importance on an individual's long term mental health and well-being. Our Hayward's Heroes are integral to our PSHE curriculum which includes our RSHE provision, with their key message/learning reinforced in the classroom, through whole school assemblies and in interactions around the school community. Our Heroes are designed to highlight positive character traits and positive personal attributes. We want our children to develop these values as they move through primary school, putting them into a good position to be successful when they go to secondary school. Children are allocated to a hero team when they first arrive at Hayward's. Through hero days (and their day to day lessons) the children learn what these values mean. Each term a hero is chosen and through this teachers highlight the heroes' personal attributes and link this to pupil's behaviour.



SAM

stands up for **Maturity**.

He says: **'Make Good Choices'**

Remember: We all have the right to be treated **fairly**, but we have the responsibility to be **trustworthy**.



MAX

stands up for **Perseverance**.

He says: **'Never give up!'**

Remember: We all have the right to ask for **help** when we need it, but we have the responsibility to **work hard** and do our **best**.



LUCY

stands up for **Respect**.

She says: **'Treat others as you would like to be treated!'**

Remember: We all have the right to feel **safe**, but we have the responsibility to **look after each other**.



AMY

stands up for **Honesty**.

She says: **'Stand up for what's right!'**

Remember: We all have the right to be **heard**, but we have the responsibility to speak the **truth**.



JAKE

stands up for **Focus**.

He says: **'Take pride in what you do!'** Remember: We all have the right to engage in our **learning**, but we have the responsibility to **let other people** do the same.

Through our relationships education, we help children understand what a relationship is, what friendship is, what family means and who the people are who can support them. We want children to develop lasting relationships which they can enjoy through primary school and into the future. From the outset, we talk explicitly about the features of a range of healthy friendships, family relationships and other relationships which young children are likely to encounter both inside and outside of school. We help the children to apply these principles in the online world also. We address online safety and appropriate behaviour in a way that is relevant to pupils' lives. This teaching takes place in PSHE and in IT sessions. We help children understand the importance of how information and data is shared and used in all contexts, including online.

We teach children important learning behaviours which will benefit them inside and outside of the classroom, including how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. They learn the importance of establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

When addressing family, we carefully draw on our knowledge of pupils and their circumstances. We recognise and actively promote that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)

Alongside positive relationships, as part of our work in RSHE, we teach the children what an unhealthy relationship looks like and what they should do if they come across these, including the importance of who to talk to in these situations. This will ensure the safety and well-being of our children, and to ensure that children can safeguard themselves both inside and outside of school. We support our children to recognise and to report abuse, including emotional, physical and sexual abuse. We help children, both in class and through outside agency work for example The Tender Project and CAP promoting their key message to be 'Safe, Strong and Free', to know how and when to say no. We also support children in understanding the importance of respecting someone else when they say "no" too. We provide children with the tools in order to recognise when someone is doing something that makes them feel unhappy or uncomfortable and to understand what they do in these situations.

In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

## **Sex Education**

At Hayward's we have taken the decision to implement a Sex Education programme for our children. It has been designed to take account of the age, physical and emotional maturity of our pupils. The programme ensures that:

- Both boys and girls are prepared for the changes that adolescence brings (which is set out in the Health curriculum) and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born which is enhanced by our inclusion of the terms sexual intercourse, IVF and Caesarean which reflect the diversity in the world today.

The Sex Education Programme is outlined in Appendix C.

Our policy has been designed alongside parents and annually we provide parents with the opportunity to view the materials before they are shown to the children. Those wishing to view the Relationship and Sex Education Policy, this is the Link:

<https://docs.google.com/document/d/13WnEc0HH5XvbbcrvNlfZgjYFrICnreBh/edit?usp=sharing&ouid=107000415829854549901&rtpof=true&sd=true>

## **Right to Withdraw from Sex Education**

As sex education is not compulsory to pupils in primary education, parents have the right to request that their child be withdrawn from some or all of the sessions for their year group. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools. For children with SEND or other exceptional circumstances, the head teacher may want to take a pupil's specific needs, arising from their SEND or other factors, into account when making a decision to withdraw.

Where a pupil is excused from sex education, we will ensure that that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw a child from the Science, Relationships Education or Health Education curriculums.

## **Health Education**

At Hayward's we help our children to learn the characteristics of good physical health and mental wellbeing. We help children see that the importance of positive mental health and the impact that this has. We provide a range of opportunities, and encourage children to seek out, which help children achieve success and to make them feel positive about themselves. Through our day-to-day interactions we help children to consider the benefits of hobbies, interests and participation outside of school. We support children in seeing the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

We teach children the benefits and importance of daily exercise, good nutrition and sufficient sleep. We support this through our commitment to provide two PE sessions per week, alongside providing a range of activities which can promote this during break and lunchtimes. PE lessons reinforce the importance of making positive lifestyle choices and positive relationships.

We help children to understand the normal range of emotions that everyone experiences, to recognise what they looks like and how it feels. We model, encourage and support children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. We help children to develop particular techniques to calm themselves that work effectively in a range of situations. Where required, this is reinforced through focussed work with our skilled pastoral leads.

By reinforcing and making clear the benefits and characteristics of good health and wellbeing we address issues including isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing. We help children to know what to do if they are feeling this and the support that is available to them. We also address the importance of children managing their time online, avoiding the excessive use of electronic devices. We help them to see why social media, computer games and online gaming have age restrictions, equipping them to manage common difficulties encountered online.

## **Subject Content – How is it taught and by whom?**

We expect RSHE to be taught by the class teacher or specialist teacher where necessary. Our PSHE coordinator is available to help with the planning and delivery of content if required. The Department for Education (DfE) outcomes are the expected learning outcomes for Year 6 children.

We have identified where in our PSHE curriculum these contents are covered which can be seen in Appendix B. Throughout the school, classes will be building on skills in order to meet the statutory expectations at the end of KS2. Our PSHE curriculum also includes additional content that we feel is very important to pupils at our school and can be seen in Appendix A and is further enhanced by The Christopher Winter Project resources.

At Hayward's our PSHE co-ordinator has worked to create our curriculum which underpins the work that we do in school using advice from a range of specialists including the PSHE Association and Teaching Schools South West.

## **Delivery of the Content for Children with SEND**

It is a statutory obligation to ensure that the RSHE meets the needs of all children, including those with SEND. Teachers will use their professional judgement to adapt materials, ensuring that the content can be accessible to all. This might be in terms of;

- Delivery of material
- Preparation of materials which will help with understanding
- The venue where material is to be delivered
- The size of the group that the material is delivered to.
- Choosing to deliver some content at different times to their peers.

Teachers will work with the SEND Coordinator to ensure that this is taken account of.

With regards to the delivery of the discrete Sex Education programme, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs, arising from their SEND, into account when making a decision about whether a pupil is included.

## **Monitoring the implementation of the Policy**

### **The governing board**

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE. As part of the Headteacher Reports, four times per term, there will be regular reporting on the effectiveness of our approach towards Transgender pupils. Any concerns will be reported to governors.

### **RSHE Co-ordinator**

Our PSHE Co-ordinator will also monitor the delivery of the RSHE curriculum. This will be through lesson observations, learning walks, child and staff conversations and work scrutiny.

## Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Set up a culture in their classroom where sensitive issues can be discussed maturely
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

## Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity in keeping with the Hayward's Hero qualities.

## Assessment




We assess the class against the yearly objectives contained in the PSHE curriculum. The class is rated using the school green, orange, pink highlighter policy to assess how well they have covered content (see below) and any specific successes from children are initialled in the Report on the Remarkable (RoR) . The RSHE objectives can be clearly linked to this curriculum. Where required, additional intervention and support will be provided for groups/individuals, with support from Teacher, SENDCO and Pastoral Leaders.

## PSHE Curriculum Map (Appendix A)

### PSHE Curriculum Map and Assessment Sheet


|      |               | <i>Teacher</i> |                           |     |                | <i>Early Years</i> |           |
|------|---------------|----------------|---------------------------|-----|----------------|--------------------|-----------|
| Term | Key Knowledge | RAG            | Key Skills and Objectives | RAG | Key Vocabulary | Some Resources     | Hero Link |
|      |               |                |                           |     |                |                    |           |



|   |   |  |   |  |   |  |   |
|---|---|--|---|--|---|--|---|
| <b>Autumn 1</b><br><i>How do we behave?</i><br><br><b>DfE Guidance Y6</b><br><b>Outcomes Areas</b><br><b>Families and people who care for me.</b><br><b>Respectful Relationships</b>  | I know it is important to listen to what others say and respond appropriately. (CL:LA)  |  | I can maintain attention, concentration and sit quietly during appropriate activities. (CL:LA)                                |  | <b>Rules</b><br><b>Listen</b><br><b>Focus</b><br><b>Worried</b> | SEAL New Beginnings  | <b>Jake - Focus</b><br>    |
|   |   |  | I can listen and respond to ideas expressed by others in conversation or discussion. (CL:U)                                   |  |   | <b>End of Block Assessment Notes</b>                             |   |
|   | I know the boundaries set, and the behavioural expectations of the setting. (PSED:MFB)  |  | I can take part in making class and playground rules and know how to change rules if they are not working.                    |  |   | <u>Greater Depth</u>   | <u>Needing Support</u>  |
|   | I know some ways my own actions can affect other people. (PSED:MFB)   |  | I can identify people who look after and care for me and who I can talk to if I'm worried.                                    |  |   |  |   |
| <b>Autumn 2</b><br><i>How are people different?</i><br><br><b>DfE Guidance Y6</b><br><b>Outcomes Areas</b><br><b>Families and people who care for me.</b><br><b>Caring Friendships</b><br><b>Respectful Relationships</b><br><b>Mental Well Being</b> | I know that other children don't always enjoy the same things and are sensitive to this.  |  | I can notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. (EAD:BI) |  | <b>Different</b><br><b>Respect</b><br><b>Family</b>             | SEAL Say No To Bullying<br><br>Anti-Bullying Alliance – 50 Ideas | <b>Lucy – Respect</b><br>  |
|   | I know about similarities and differences between themselves and others, and among families, communities and traditions. (UW:P&C:ELG)                               |  | I can talk about past and present events in my own lives and the lives of family members.                                     |  |   | <b>End of Block Assessment Notes</b>                             |   |
|   | I know what bullying is and that it is unacceptable.  |  | I can identify people who look after and care for me and who I can talk to if I'm worried or feeling bullied.                 |  |   | <u>Greater Depth</u>   | <u>Needing Support</u>  |
|   |   |  |   |  |   |  |   |
| <b>Spring 1</b><br><i>How do we keep safe?</i><br><br><b>DfE Guidance Y6</b><br><b>Outcomes Areas</b><br><b>Being Safe</b><br><b>Internet Safety and</b>  | I know some ways to keep myself and others safe at home, in school and in public. (Including: Road safety, water safety, online, using equipment like scissors etc) |  | I can explain some safety rules for keeping myself and others safe.   |  | <b>Honesty</b><br><b>Safe</b>                                   |  | <b>Amy - Honesty</b><br> |
|   |   |  | Practises some appropriate safety measures without direct supervision. (PD:HSC)   |  |   | <b>End of Block Assessment Notes</b>                             |   |

|   |  |  |  |  |  |   |   |
|---|--|--|--|--|--|---|---|
| <b>Harms</b>  | I know I have the right to be <b>‘Safe, Strong and Free.’</b>  |  | I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything. |  |  | <u>Greater Depth</u>                                      | <u>Needing Support</u>  |
| <b>Spring 2</b><br><i>How do we keep healthy?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Mental Well Being<br>Physical Health and Fitness<br>Healthy Eating<br>Health and Prevention | I know I need to eat healthy food and recognise the need for a variety of food.                                  |  | I show an understanding of the need for safety when tackling new challenges, and consider and manage some risks.                                       |  | Healthy Perseverance Exercise                | SEAL Going For Goals                                      | Max - Perseverance<br> |
|   | I know ways to care for myself on a daily basis  |  | I show an understanding of good practise with regard to exercise, eating, sleeping and hygiene.  |  |  | End of Block Assessment Notes                             |   |
|   | I know the importance for good health of physical exercise, a healthy diet, and talk about ways to keep healthy. |  | I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (PD:HSC:ELG)              |  |  | <u>Greater Depth</u>                                      | <u>Needing Support</u>  |
| <b>Summer 1</b><br><i>How am I feeling?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Caring Friendships<br>Respectful Relationships  | I can begin to show sensitivity to others’ needs and feelings (PSED:MR)  |  | I can play cooperatively as part of a group to develop and act out a narrative.  |  | Feelings Maturity<br>Happy<br>Sad<br>Worried | SEAL Relationships<br><br>SEAL Getting On and Falling Out | Sam - Maturity<br>   |
|   |  |  | I can name and describe some different feelings.   |  |  | End of Block Assessment Notes                             |   |
|   | I know some ways to resolve conflicts with other children, e.g. finding a compromise.                            |  | I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD:BI)                   |  |  | <u>Greater Depth</u>                                      | <u>Needing Support</u>  |



|   |  |  |   |  |              |                               |                        |
|---|--|--|---|--|--------------|-------------------------------|------------------------|
|   |  |  | I can begin to make positive relationships with children and adults. (PSED:MR)            |  |              |                               |                        |
| <b>Summer 2</b><br><i>How am I growing and changing?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Respectful Relationships<br>Science Curriculum<br><i>(No right to withdraw)</i><br>Mental Well Being<br>Changing Adolescent Body | I know talking helps my thinking, feelings and to solve problems. (CL:S)         |  | I am confident to speak to others about my own needs, interests and opinions. (PSED:SCSA) |  | Change Ideas | SEAL Changes                  |                        |
|   | I know it is important to stop and think before I act. (PSED)                    |  | I know some ways I have grown and changed over the year.                                  |  |              | End of Block Assessment Notes |                        |
|   | I can describe myself in positive terms and talk about my abilities. (PSED:SCSA) |  | I am beginning to stop and think before I act. (PSED)                                     |  |              | <u>Greater Depth</u>          | <u>Needing Support</u> |


|  |   | Teacher |  |     | Year 1   |                               |   |
|--|---|---------|--|-----|--|-------------------------------|---|
| Term   | Key Knowledge   | RAG     | Key Skills and Objectives  | RAG | Key Vocabulary                                   | Some Resources                | Hero Link   |
| <b>Autumn 1</b><br><i>How do we decide how to behave?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships | I can identify people who look after and care for me and who I can talk to if I'm worried.                |         | I can take part in making class and playground rules and know how to change rules if they are not working. |     | Fair / unfair<br>Right / wrong<br>Needs<br>Focus | SEAL New Beginnings           | Jake – Focus<br> |
|  | I know other people (and animals) need looking after and can name some of the needs of all living things. |         | I know what to do if my needs are not being met and who I can talk to.                                     |     |  | End of Block Assessment Notes |   |
|  | I can explain what the words fair / unfair and right / wrong mean.  |         | I know what I can do if I think something is unfair or wrong.  |     |  | <u>Greater Depth</u>          | <u>Needing Support</u>  |

|   |   |  |  |  |   |  |  |
|---|---|--|--|--|---|--|--|
| <b>Autumn 2</b><br><i>What makes me special? (Valuing difference)</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships<br>Mental Well Being | I know what is meant by keeping something 'private' and can name sometimes it people might want to keep something private.  |  | I know that I am 'unique' and there is no-one else like me. This makes me special.   |  | Private Bullying<br>Unique Respect                      | <i>SEAL Say No To Bullying</i><br><br><i>Anti-Bullying Alliance – 50 Ideas</i> | <i>Lucy - Respect</i><br>       |
|   | I know bullying is wrong and hurtful and can name some ways someone being bullied or teased might feel.   |  | I know who I can go to if I am being bullied or if I see someone else being bullied.   |  |   | End of Block Assessment Notes  |  |
|   | I know who I can talk to if I feel worried or uncomfortable about something, even if I have been asked to keep it private.  |  | I know everyone is different in some ways and that everyone has the right to be treated equally.   |  |   | <u>Greater Depth</u>   | <u>Needing Support</u>   |
|   | I can name different groups I belong to and describe what it is like to be part of a group.   |  | I can name some special people in my life and explain what makes them special.   |  |   |  |  |
| <b>Spring 1</b><br><i>How do we keep safe?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Science Curriculum<br><i>(No right to withdraw)</i><br>Being Safe<br>Mental Well Being<br>Internet Safety and Harms                | I know some household products can be harmful if misused and can name some people I can trust to tell us to put things in our bodies.   |  | I have some strategies for keeping safe around the risk outlined in the curriculum.  |  | Secret Terminology for body parts linked to SRE Honesty | <i>SEAL Good To Be Me</i>  | <i>Amy - Honesty</i><br>        |
|   | I can identify the similarities and differences between boys and girls. I use the correct words to describe body parts including genitalia. I know I have the right to be <b>'Safe, Strong and Free.'</b> |  | I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything. |  |   | End of Block Assessment Notes  |  |
|   |   |  |  |  |   | <u>Greater Depth</u>   | <u>Needing Support</u>   |
| <b>Spring 2</b><br><i>How do I stay Healthy?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Mental Well Being<br>Physical Health and   | I can name foods which are good for me.   |  | I know my choices might have good or bad consequences.   |  | Choices<br>Perseverance<br>Germs<br>Environment         | <i>SEAL Going For Goals</i>  | <i>Max - Perseverance</i><br> |
|   | I know ways to care for myself on a daily basis including taking care of my teeth.  |  | I can name good and bad things about my local environment.   |  |   | End of Block Assessment Notes  |  |

|  |   |  |   |  |                              |   |   |
|--|---|--|---|--|------------------------------|---|---|
| <b>Fitness<br/>Healthy Eating<br/>Health and<br/>Prevention</b>  | I know some ways germs spread and some ways to stop germs from spreading.   |  | I can identify something I can do or not do to help the environment.  |  |                              | <u>Greater Depth</u>  | <u>Needing Support</u>  |
| <b>Summer 1</b><br><i>How do we feel?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Caring Friendships<br>Mental Well Being  | I can name some good and bad feelings I have had.   |  | I can describe how my body feels when I have different feelings and ways to feel better when having bad feelings. |  | Maturity Feelings Expression | <i>SEAL Relationships</i><br><br><i>SEAL Getting On and Falling Out</i> | Sam – Maturity<br> |
|  | I can recognise the feelings someone might be having including recognising some facial expressions.                       |  | I explain why it is important to share my feelings with others and who I can share my feelings with.              |  |                              | End of Block Assessment Notes   |   |
|  |   |  |   |  |                              | <u>Greater Depth</u>  | <u>Needing Support</u>  |
| <b>Summer 2</b><br><i>How am I growing and changing?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships<br>Mental Well Being<br>Changing Adolescent Body | I can name sometimes things change in our lifetime. (new sibling, new class etc) and describe how that makes me feel.     |  | I can name some ways to help someone feeling nervous or unhappy about a loss or change.                           |  | Changes Lifetime Target      | <i>SEAL Changes</i><br><br><i>Queen Elizabeth II</i>                    |   |
|  | I can name some changes which have happened to me since I was a baby and some things I can do now that I couldn't before. |  | I can explain how my needs have changed since I was a baby.   |  |                              | End of Block Assessment Notes   |   |
|  | I can name some things I am good at, things I need to get better at.  |  | I can set myself simple targets and celebrate achieving my targets.   |  |                              | <u>Greater Depth</u>  | <u>Needing Support</u>  |
|  | I can make suggestions to help people on the playground.  |  | I can describe what it feels like when others offer help and give examples of times it is good to offer others    |  |                              |   |   |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  | help.  |  |  |  |  |
|  | I can describe what it feels like to be listened to. |  | I can take part in class discussions, listen to other people's ideas and thoughts and take turns when sharing my ideas and opinions. |  |  |  |  |


|  |   |     | <i>Teacher</i>  |     |  | <i>Year 2</i>  |  |
|--|---|-----|---|-----|--|--|--|
| Term   | Key Knowledge   | RAG | Key Skills and Objectives   | RAG | Key Vocabulary   | Some Resources   | Hero Link  |
| <b>Autumn 1</b><br><i>How can we help?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships<br>Mental Well Being                       | I can identify people who look after and care for me and who I can talk to if I'm worried.  |     | I know how my behaviour may make others feel.   |     | Fair / unfair<br>Right / wrong<br>Focus<br>Kindness        | <i>SEAL New Beginnings</i><br><br><i>Mother Teresa</i> | <i>Jake - Focus</i><br>     |
|  | I can explain what the word fair / unfair and right / wrong mean.   |     | I can ask for help when I need it.  |     |  | <b>End of Block Assessment Notes</b>                   |  |
|  | I know what I can do if I think something is unfair or wrong.   |     | I can take part in making class and playground rules and know how to change rules if they are not working.              |     |  | <u>Greater Depth</u>                                   | <u>Needing Support</u>   |
|  | I can perform acts of kindness and describe how it makes me and the other person feel.  |     |   |     |  |  |  |
| <b>Autumn 2</b><br><i>What is bullying?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Caring Friendships<br>Respectful Relationships<br>Online Relationships<br>Being Safe<br>Mental Well Being<br>Internet Safety and | I know what the word unique means and can give examples of things which make me unique.   |     | I know that if I have been asked to keep something private which makes me uncomfortable, I should tell a trusted adult. |     | Privacy<br>Bullying<br>Unique<br>Respect<br>Trust<br>Equal | <i>SEAL Say No To Bullying</i>                         | <i>Lucy - Respect</i><br> |
|  | I know everyone has the right to be treated equally.  |     | I can identify special things about other people.   |     |  | <b>End of Block Assessment Notes</b>                   |  |
|  | I know what the word privacy means and can give some examples of when it is important to keep some things private. (e.g. Online Safety) |     | I know it is important to respect people's differences.   |     |  | <u>Greater Depth</u>                                   | <u>Needing Support</u>   |
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|--|---|--|---|--|---|--|---|
| <b>Harms</b>   | I know what to do if I am being bullied or see someone else being bullied.  |  | I know what bullying is, that it can hurt physically or hurt feelings and that it is wrong. |  |   |  |   |
| <b>Spring 1</b><br><i>How do we keep safe?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Science Curriculum<br><i>(No right to withdraw)</i><br><b>Being Safe</b><br><b>Mental Well Being</b><br><b>Internet Safety and Harms</b><br><b>Changing Adolescent Body</b> | I know that some household products and medicines can be dangerous is not used properly.  |  | I have some strategies for keeping safe around the risk outlined in the curriculum.         |  | Honesty<br>Uncomfortable<br>Dangerous<br>Medicine             | SEAL Good To Be Me                       | Amy - Honesty<br>        |
|  | I know there are parts of my body which are private.  |  | I know how to stay safe in the sun.   |  |   | <b>End of Block Assessment Notes</b>     |   |
|  | I can use the correct names for the body parts of boys and girls.<br>I know some biological differences between boys and girls. (SRE Link)  |  | I can give reasons and ways people might save money, knowing what money is spent and saved. |  |   | <u>Greater Depth</u>                     | <u>Needing Support</u>  |
|  | I can describe some strategies for dealing with things which make me uncomfortable including knowing I have the right to say NO and who I can talk to if I am worried about anything. |  | I know where money comes from and some ways money can be used.                              |  |   |  |   |
|  |   |  | I know I have the right to be <b>'Safe, Strong and Free.'</b>                               |  |   |  |   |
| <b>Spring 2</b><br><i>How can we be healthy?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Physical Health and Fitness<br><b>Healthy Eating Prevention</b>   | I can describe what being healthy means and can name some things which keep us healthy. (food, exercise, sleep, rest, love)   |  | I know some consequences of making good or bad choices about my health.                     |  | Hygiene<br>Perseverance<br>Physical<br>Mental<br>Consequences | SEAL Going For Goals<br><br>Mary Seacole | Max - Perseverance<br> |
|  | I can describe some daily hygiene routines.   |  | I can describe some of the benefits of good personal hygiene.                               |  |   | <b>End of Block Assessment Notes</b>     |   |
|  | I know how germs spread and ways germs can be stopped including personal hygiene routines, medication and vaccination.  |  | Know the effects of exercise on our bodies in promoting physical and mental health.         |  |   | <u>Greater Depth</u>                     | <u>Needing Support</u>  |
|  |   |  |   |  |   |  |   |

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| <b>Summer 1</b><br><i>How do we show our feelings?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Caring Friendships<br>Respectful Relationships<br>Mental Well Being  | I can name and describe a range of different feelings.   |  | I know when people might experience some of these different feelings.                  |  | Maturity<br>Experience<br>Sensitive<br>Special | <i>SEAL Relationships</i><br><br><i>SEAL Getting On and Falling Out</i> | <b>Sam - Maturity</b><br> |
|   | I know my feelings can affect how I behave.  |  | I know some strategies for managing my feelings.                                       |  |  | <b>End of Block Assessment Notes</b>                                    |  |
|   | I can recognise how others might be feeling.   |  | I have practised ways to respond sensitively to how others are feeling.                |  |  | <u>Greater Depth</u>  | <u>Needing Support</u>   |
|   | I can name some special people in my life and explain why I think they are special.                            |  | I recognise it is important to share my feelings with others.                          |  |  |   |  |
| <b>Summer 2</b><br><i>What do I think?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Respectful Relationships<br>Science Curriculum<br><i>(No right to withdraw)</i><br>Mental Well Being<br>Changing Adolescent Body | I can name some types of loss people might experience in their lives.  |  | I know that change can affect how people behave.                                       |  | Responsibilities<br>Target<br>Independence     | <i>SEAL Changes</i><br><br><i>Neil Armstrong</i>                        |  |
|   | I can describe some ways I have grown and changed since birth.   |  | I can explain some ways I have become more independent and responsible now I am older. |  |  | <b>End of Block Assessment Notes</b>                                    |  |
|   | I can name some things I am good at and things I want to get better at and can make a plan to reach my target. |  | I can explain why it is important to work collaboratively and listen to others.        |  |  | <u>Greater Depth</u>  | <u>Needing Support</u>   |
|   | I can identify groups I belong to in school and outside and my role in these groups.                           |  | I can listen to other people's ideas respectfully.                                     |  |  |   |  |



|      |               | <b>Teacher</b> |                           |     |                | <b>Year 3</b>  |           |
|------|---------------|----------------|---------------------------|-----|----------------|----------------|-----------|
| Term | Key Knowledge | RAG            | Key Skills and Objectives | RAG | Key Vocabulary | Some Resources | Hero Link |



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|--|---|--|--|--|---|--|---|
| <b>Autumn 1</b><br><i>What are we responsible for?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Caring Friendships<br>Respectful Relationships<br>Online Relationships<br>Being Safe<br>Internet Safety and Harms | I can name some rights, responsibilities and duties I have.   |  | I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this online and in the real world. |  | Rights Responsibilities<br>Consequences<br>Focus<br>Support<br>Duties             | <i>SEAL New Beginnings</i><br><br>Barak Obama                          | <i>Jake - Focus</i><br><br>    |
|  | I know ways in which laws and rules keep us safe.   |  | I can take part in making class and playground rules and know how to change rules if they are not working.   |  |   | <b>End of Block Assessment Notes</b>                                   |   |
|  | I know ways to ask for support, including online, helplines and trusted people.                     |  |  |  |   | <u>Greater Depth</u>   | <u>Needing Support</u>  |
|  | Know how my choices and actions have impacted myself and others.                                    |  | Know why it is important to 'think before we act' and practice thinking of the consequences of actions.  |  |   |  |   |
| <b>Autumn 2</b><br><i>What can we do about bullying?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Caring Friendships<br>Respectful Relationships<br>Online Relationships<br>Being Safe<br>Mental Well Being       | I can recognise bullying and bullying behaviour and some of the effects it has on those involved.   |  | I know it is important to speak out about things which make me uncomfortable or are not ok including discrimination and bullying.                    |  | Self-Bully<br>Self-Coach<br>Pressure<br>Peer pressure<br>Respect                  | <i>SEAL Say No To Bullying</i><br><br><i>Civil Rights – Rosa Parks</i> | <i>Lucy - Respect</i><br><br>  |
|  |   |  | I know some things I can do when feeling negative pressure.  |  |   | <b>End of Block Assessment Notes</b>                                   |   |
|  | I can recognise feelings which suggest negative pressure from others e.g. <i>wanting approval</i> . |  | I have practised the 3 R's to deal with negative pressure: Resist, Reverse, Remove.  |  |   | <u>Greater Depth</u>   | <u>Needing Support</u>  |
|  | I can recognise feelings which suggest negative pressure from within e.g. <i>self-criticism</i> .   |  | Know what to do when feeling negative pressure using the language of a ' <i>self-coach</i> ' and ' <i>self-bully</i> '.                              |  |   |  |   |
| <b>Spring 1</b><br><i>What rules keep us safe?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.  | I have some strategies for keeping safe around the risk outlined in the curriculum.                 |  | Build strategies to manage stress levels including using the imagery of a 'stress-bucket'  |  | Risk, Danger and Hazard.<br><br>Stress Bucket<br>Stress<br>Anxiety<br><br>Privacy | <i>SEAL Good To Be Me</i><br><br>Ghandi                                | <i>Amy - Honesty</i><br><br> |
|  | I know some risks involved in using modern technologies (mobiles/internet/online gaming))           |  | I know what stress and anxiety look and feel like.   |  |   | <b>End of Block Assessment Notes</b>                                   |   |




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| <b>Respectful Relationships</b><br><b>Being Safe</b><br><b>Mental Well Being</b><br><b>Internet Safety and Harms</b>  | I know some things should be kept private and how to keep these boundaries.   |  | I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything. |  | Honesty   | <u>Greater Depth</u>  | <u>Needing Support</u>   |
|   | I know I have the right to be <b>'Safe, Strong and Free.'</b>   |  |  |  |   |   |  |
| <b>Spring 2</b><br><i>How can we keep our bodies well?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br><b>Physical Health and Fitness</b><br><b>Health and Prevention</b>   | Know the effects of exercise on our bodies and the benefits of regular exercise.  |  | I recognise the shared responsibility in maintaining a clean environment.  |  | Bacteria<br>Virus<br>Hygiene<br>Perseverance                                | <i>SEAL Going For Goals</i><br><br><i>Edward Jenner</i>                 | Max –<br>Perseverance<br> |
|   | Know what bacteria and viruses are, how they spread and how to help prevent their spread.   |  | I know I am responsible for my own personal hygiene. (cc SRE)  |  |   | <b>End of Block Assessment Notes</b>                                    |  |
|   |   |  |  |  |   | <u>Greater Depth</u>  | <u>Needing Support</u>   |
|   |   |  |  |  |   |   |  |
| <b>Summer 1</b><br><i>How can we describe our feelings?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br><b>Families and people who care for me.</b><br><b>Caring Friendships</b><br><b>Respectful Relationships</b><br><b>Mental Well Being</b> | I can identify different types of relationships and identify some ways special relationships are recognised e.g Mother's Day, Anniversaries, Weddings/Civil Partnerships. |  | I know that lots of different feelings can be felt at once and that some feelings intensify and might become overwhelming.                             |  | Relationship<br>Maturity<br>Overwhelming<br>Wedding<br>Civil<br>Partnership | <i>SEAL Relationships</i><br><br><i>SEAL Getting On and Falling Out</i> | Sam - Maturity<br>        |
|   | I know the difference between healthy and unhealthy relationships knowing everyone has the right to feel <b>safe, strong and free</b> in a relationship.                  |  | I know some positive ways of sharing feelings and managing them.   |  |   | <b>End of Block Assessment Notes</b>                                    |  |
|   | I can recognise and name a range of good and bad feelings.  |  | I know some ways to respond to how others are feeling and have practised these skills.   |  |   | <u>Greater Depth</u>  | <u>Needing Support</u>   |
|   | I recognise a range of feelings in others.  |  |  |  |   |   |  |
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|--|--|--|--|--|--|--------------------------------------|------------------------|
| <b>Summer 2</b><br><i>How are we growing &amp; changing?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br><b>Respectful Relationships</b><br>Science Curriculum<br><i>(No right to withdraw)</i><br><b>Changing Adolescent Body</b> | See SRE policy and planning  |  | See SRE policy and planning  |  | Collaboration<br>Challenge<br>Contribute<br>Encourage<br>Cooperation | <i>SEAL Changes</i>                  |                        |
|  | I can identify a range of payment forms, not just coins and notes and the role of money in people's lives.                       |  | I have found ways to manage disagreements which might arise in collaborative work.   |  |  | <b>End of Block Assessment Notes</b> |                        |
|  | Identify attributes required to work with others e.g. listening, cooperating, contributing, encouraging, presenting and leading. |  | I know why it is important to listen to other's points of view and can constructively challenge other peoples' points of view. |  |  | <u>Greater Depth</u>                 | <u>Needing Support</u> |

|  |  | <b>Teacher</b> |   |     | <b>Year 4</b>   |   |  |
|--|--|----------------|---|-----|---|---|--|
| Term   | Key Knowledge  | RAG            | Key Skills and Objectives   | RAG | Key Vocabulary  | Some Resources  | Hero Link  |
| <b>Autumn 1</b><br><i>What rights and responsibilities do children have?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br><b>Caring Friendships</b><br><b>Respectful Relationships</b><br><b>Being Safe</b> | I can name some rights, responsibilities and duties I have.  |                | I know ways to ask for support, including online, helplines and trusted people.                         |     | Sustainability<br>Focus<br>Trusted<br>Impact<br>Consequences<br>Reform  | <i>SEAL New Beginnings</i><br><br><i>Dr. Barnardo</i>                         | <i>Jake - Focus</i><br><br>     |
|  | Know how my choices and actions have impacted myself and others.   |                | I know ways in which laws and rules keep us safe.   |     |   | <b>End of Block Assessment Notes</b>  |  |
|  | I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this online and in the real world. |                | Know why it is important to 'think before we act' and practice thinking of the consequences of actions. |     |   | <u>Greater Depth</u>  | <u>Needing Support</u>   |
|  | I can take part in making class and playground rules and know how to change rules if they are not working.   |                |   |     |   |   |  |
| <b>Autumn 2</b><br><i>What is diversity?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b>  | I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.                         |                | I recognise and challenge <i>stereotyping</i> and <i>discrimination</i> .                               |     | Stereotyping<br>Discrimination<br>Anti-social<br>Behaviour<br>Community | <i>SEAL Say No To Bullying</i><br><i>Civil Rights – Martin Luther King Jr</i> | <i>Lucy – Respect</i><br><br> |
|  | I know the importance of human rights.   |                | I know what is meant by   |     |   | <b>End of Block Assessment Notes</b>  |  |

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| <b>Families and people who care for me.</b><br><b>Caring Friendships</b><br><b>Respectful Relationships</b>  |  |  | 'community'.   |  | Human Right Respect   |                               |   |
|  | I know it is important to speak out about things which make me uncomfortable or are not ok including discrimination, anti-social behaviour and bullying. |  | I can recognise bullying and bullying behaviour and some of the effects it has on those involved.  |  |   | <u>Greater Depth</u>          | <u>Needing Support</u>  |
|  |  |  | I know that we all belong to different communities and can name some.  |  |   |                               |   |
| <b>Spring 1</b><br><i>How can we keep safe?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Caring Friendships<br>Online Relationships<br>Being Safe<br>Mental Well Being<br>Internet Safety and Harms | I have some strategies for keeping safe around the risk outlined in the curriculum.  |  | Build strategies to manage stress levels including using the imagery of a 'stress-bucket'  |  | Stress Bucket<br>Stress<br>Anxiety<br>Honesty<br>Risk<br>Hazzard            | SEAL Good To Be Me            | Amy - Honesty<br>        |
|  | I know I have the right to be <b>'Safe, Strong and Free.'</b>  |  | I know what stress and anxiety look and feel like.   |  |   | End of Block Assessment Notes |   |
|  | I know some risks involved in using modern technologies (mobiles/internet/online gaming etc)   |  | I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything. |  |   | <u>Greater Depth</u>          | <u>Needing Support</u>  |
| <b>Spring 2</b><br><i>What things are good and bad for our bodies?</i><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Being Safe<br>Mental Well Being<br>Physical Health and Fitness<br>Healthy Eating        | I know what is meant by physical, mental and emotional health and can identify choices which can positively or negatively affect someone's health.       |  | I know the effects of exercise on our bodies and the benefits of regular exercise.   |  | Perseverance<br>Emotional<br>Negative<br>Positive<br>Balanced<br>Influences | SEAL Going For Goals          | Max - Perseverance<br> |
|  | I know what a habit is and can give some examples which are healthy and some are not.  |  | Know how to maintain healthy teeth. (cc Science)   |  |   | End of Block Assessment Notes |   |
|  | I know what a 'balanced diet' includes.  |  | I can describe what influences our choices about food.   |  |   | <u>Greater Depth</u>          | <u>Needing Support</u>  |


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| Drugs, Alcohol and Tobacco<br>Changing Adolescent Health and Prevention   | I know some help available to help those wanting to stop unhealthy habits.  |  |  |  |  |   |   |
| <b>Summer 1</b><br><i>How do I express my feelings and opinions?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships<br>Online Relationships<br>Mental Well Being                            | I know the difference between healthy and unhealthy relationships knowing everyone has the right to feel <b>safe, strong and free</b> in a relationship.                  |  | I know some positive ways of sharing feelings and managing them.   |  | Peer Pressure<br>Maturity<br>Relationships<br>Intense              | SEAL Relationships<br><br>SEAL Getting On and Falling Out | Sam – Maturity<br> |
|   | I can recognise and name a range of good and bad feelings.  |  | I recognise a range of feelings in others.   |  |  | End of Block Assessment Notes                             |   |
|   | I can identify different types of relationships and identify some ways special relationships are recognised e.g Mother's Day, Anniversaries, Weddings/Civil Partnerships. |  | I know that lots of different feelings can be felt at once and that some feelings intensify and might become overwhelming.     |  |  | <u>Greater Depth</u>                                      | <u>Needing Support</u>  |
|   | I know some ways to respond to how others are feeling and have practised these skills.  |  |  |  |  |   |   |
| <b>Summer 2</b><br><i>How do we grow &amp; change?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Caring Friendships<br>Respectful Relationships<br>Science Curriculum<br>(No right to withdraw)<br>Mental Well Being<br>Internet Safety and Harms<br>Changing Adolescent Body | See SRE policy and planning   |  | See SRE policy and planning  |  | Contribute<br>Present<br>Leadership<br>Constructive<br>Collaborate | SEAL Changes<br><br>Steven Hawkin                         |   |
|   | Describe how to listen well to others   |  | I know how to set targets for the future including setting small steps toward achieving a goal.                                |  |  | End of Block Assessment Notes                             |   |
|   | Identify attributes required to work with others e.g. listening, cooperating, contributing, encouraging, presenting and leading.  |  | I know why it is important to listen to other's points of view and can constructively challenge other peoples' points of view. |  |  | <u>Greater Depth</u>                                      | <u>Needing Support</u>  |
|   |   |  | I have found ways to manage disagreements which might arise in collaborative work.   |  |  |   |   |

|  |  | <b>Teacher</b> |   |            |   | <b>Year 5</b>   |   |
|--|--|----------------|---|------------|---|---|---|
| <b>Term</b>  | <b>Key Knowledge</b>   | <b>RAG</b>     | <b>Key Skills and Objectives</b>  | <b>RAG</b> | <b>Key Vocabulary</b>   | <b>Some Resources</b>   | <b>Hero Link</b>  |
| <b>Autumn 1</b><br><i>What makes a community?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Respectful Relationships                             | I can explain the importance of stopping, taking a step back and asking 'what if...'   |                | I know I have a personal responsibility to report when things are unsafe for myself or others and know ways to do this. |            | Democracy<br>Focus<br>Reflections<br>Financial<br>Monetary                                  | <a href="#"><i>SEAL New Beginnings</i></a><br><a href="#"><i>Elizabeth Fry</i></a>                    | <i>Jake - Focus</i><br>    |
|  | I know ways to ask for support, including online, helplines and trusted people.  |                | I can name some rights, responsibilities and duties I have.   |            | Environmental   | <b>End of Block Assessment Notes</b>  |   |
|  | I know there is a limited supply of these environmental and monetary resources, so decisions have to be made about how to allocate them. |                | I know who makes decisions about the allocation of resources sharing my thoughts on how they could be used.             |            |   | <u><i>Greater Depth</i></u>   | <u><i>Needing Support</i></u>   |
| <b>Autumn 2</b><br><i>What does discrimination mean?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Respectful Relationships<br>Mental Well Being | I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child.             |                | I respect the opinions of others during a discussion or debate.   |            | Sex, Gender and Sexual Orientation.<br>Discrimination<br>Negotiate<br>Compromise<br>Respect | <a href="#"><i>SEAL Say No To Bullying</i></a><br><a href="#"><i>Civil Rights – William Booth</i></a> | <i>Lucy – Respect</i><br>  |
|  | I know the importance of human rights.   |                | I recognise and challenge <i>stereotyping</i> and <i>discrimination</i> .   |            |   | <b>End of Block Assessment Notes</b>  |   |
|  | I can research a topical issue linked to health or mental well-being with evidence for my opinions.                                      |                | I know it is important to speak out about things which make me uncomfortable or are not ok.                             |            |   | <u><i>Greater Depth</i></u>   | <u><i>Needing Support</i></u>   |
| <b>Spring 1</b><br><i>How can we keep safe online?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b>  | I know some risks involved in using modern technologies (mobiles/internet/online gaming etc)   |                | I have some strategies for keeping safe around the risk outlined in the curriculum.                                     |            | Honesty<br>Technologies<br>Acceptable<br>Inappropriate                                      | <a href="#"><i>SEAL Good To Be Me</i></a>   | <i>Amy - Honesty</i><br> |
|  | I know that media and online claims may not always be true.  |                | I can begin to detect bias in media content.  |            |   | <b>End of Block Assessment Notes</b>  |   |




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|---|--|--|---|--|--|---|---|
| <b>Respectful Relationships</b><br><b>Online Relationships</b><br>Science Curriculum<br><b>Mental Well Being</b><br><b>Internet Safety and Harms</b>  | I can identify situations where physical touch is: acceptable/wanted/appropriate <i>or</i> unacceptable/unwanted/inappropriate.                    |  | I can describe some strategies for dealing with things which make me uncomfortable including knowing who I can talk to if I am worried about anything |  |  | <u>Greater Depth</u>                                  | <u>Needing Support</u>  |
|   | I know I have the right to be <b>'Safe, Strong and Free.'</b>  |  |   |  |  |   |   |
| <b>Spring 2</b><br><i>What choices help health?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br><b>Mental Well Being</b><br><b>Physical Health and Fitness</b><br><b>Drugs, Alcohol and Tobacco</b><br><b>Health and Prevention</b><br><b>Basic First Aid</b> | I know what is meant by physical, mental and emotional health and can identify choices which can positively or negatively affect someone's health. |  | I know how to ask for help or advice around mental health.  |  | Perseverance<br>Emergency Habits   | SEAL Going For Goals<br>Winston Churchill             | Max - Perseverance<br> |
|   | I know what a habit is and can give some examples which are healthy and some are not.  |  | I know some help available to help those wanting to stop unhealthy habits.  |  |  | End of Block Assessment Notes                         |   |
|   | I know how to contact the emergency services and when this is appropriate.   |  | I know what to do in an emergency, including some basic 1 <sup>st</sup> aid.  |  |  | <u>Greater Depth</u>                                  | <u>Needing Support</u>  |
|   |  |  |   |  |  |   |   |
| <b>Summer 1</b><br><i>What makes a positive relationship?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br><b>Caring Friendships</b><br><b>Respectful Relationships</b><br><b>Being Safe</b><br><b>Mental Well Being</b>                                       | I have practised the 3R's to resist, reverse and remove peer pressure.   |  | I have some strategies for managing complex and conflicting emotions.   |  | Peer Pressure<br>Maturity<br>Challenge<br>Conflict<br>Complex<br>Resist<br>Reverse<br>Remove | SEAL Relationships<br>SEAL Getting On and Falling Out | Sam - Maturity<br>    |
|   | I know the difference between healthy and unhealthy relationships.   |  | I know the difference between a dare and a positive challenge.  |  |  | End of Block Assessment Notes                         |   |
|   | I know what peer pressure is and can give examples of when this might happen.  |  | I know who I can talk to if I am concerned or feel uncomfortable or under pressure to do something I don't want to.                                   |  |  | <u>Greater Depth</u>                                  | <u>Needing Support</u>  |
|   | I know everyone has the right to feel <b>safe, strong and free</b> in a relationship.  |  |   |  |  |   |   |



|   |   |  |  |  |   |                                      |                        |
|---|---|--|--|--|---|--------------------------------------|------------------------|
| <b>Summer 2</b><br><i>How do we grow &amp; change?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships<br>Science Curriculum<br><i>(No right to withdraw)</i><br>Mental Well Being<br>Changing Adolescent Body | I can recognise the importance of sharing memories and where I can go for help during times of change, transition and loss.                         |  | I know why the government collects taxes and some ways they use them.          |  | Transition<br>Identity<br>Personality<br>Conception<br>Credit<br>Debt | <i>SEAL Changes</i>                  |                        |
|   | I can describe some times which involve change or transition.   |  | I know the difference between credit and debt.                                 |  |   | <b>End of Block Assessment Notes</b> |                        |
|   | I can identify the connection between love, relationships and conception. (SRE)   |  | I can describe how someone in debt might feel.                                 |  |   | <u>Greater Depth</u>                 | <u>Needing Support</u> |
|   | I know who to tell if someone asks me to keep a secret that makes me feel uncomfortable, especially if they put pressure on me to keep it a secret. |  | I can identify a range of feelings people might have when going through these. |  |   |                                      |                        |

|  |   | <b>Teacher</b> |  |     |   | <b>Year 6</b>                                 |   |
|--|---|----------------|--|-----|---|---|---|
| Term   | Key Knowledge   | RAG            | Key Skills and Objectives  | RAG | Key Vocabulary  | Some Resources                                | Hero Link   |
| <b>Autumn 1</b><br><i>What responsibilities do I have?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Respectful Relationships<br>Being Safe<br>Mental Well Being | I know how laws are made.                               |                | I know I have a range of responsibilities, for example to myself, my family, the school and the environment and can show this with examples of my own actions. |     | Focus<br>Law<br>Litigation<br>Legislation<br>Campaign | <i>SEAL New Beginnings</i><br>Emily Pankhurst | <i>Jake – Focus</i><br> |
|  | I know why laws are made.                               |                |  |     |   | <b>End of Block Assessment Notes</b>          |   |
|  | I know how I can take part in making and changing laws. |                |  |     |   | <u>Greater Depth</u>                          | <u>Needing Support</u>  |



|  |  |  |   |  |   |  |  |
|--|--|--|---|--|---|--|--|
| <b>Autumn 2</b><br><i>What are human rights?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships<br>Being Safe  | I know the importance of human rights.   |  | I can discuss and debate topical issues with evidence for my opinions.                      |  | Stereotyping<br>Discrimination<br>Respect Declaration<br>Topical Debate | <i>SEAL Say No To Bullying</i><br><br><i>Civil Rights – Harriet Tubman</i> | <i>Lucy - Respect</i><br>       |
|  |  |  | I respect the opinions of others during a discussion or debate.                             |  |   | <b>End of Block Assessment Notes</b>                                       |  |
|  | I know children have special rights in international law known as the United Nations Declaration of the Rights of the Child. |  | I know it is important to speak out about things which make me uncomfortable or are not ok. |  |   | <u>Greater Depth</u>   | <u>Needing Support</u>   |
| <b>Spring 1</b><br><i>How can we manage risk?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships<br>Online Relationships<br>Being Safe<br>Mental Well Being<br>Internet Safety and Harms | I know some risks involved in using modern technologies (mobiles/internet/online gaming etc)                                 |  | I have some strategies for keeping safe around the risk outlined in the curriculum.         |  | Honesty<br>Technologies<br>Prevent<br>Radical                           | <i>SEAL Good To Be Me</i>  | <i>Amy - Honesty</i><br>        |
|  | I know I have the right to be <b>'Safe, Strong and Free.'</b>  |  | I know who I can talk to if I am worried.   |  |   | <b>End of Block Assessment Notes</b>                                       |  |
|  |  |  |   |  |   | <u>Greater Depth</u>   | <u>Needing Support</u>   |
| <b>Spring 2</b><br><i>How can we stay healthy?</i><br><br><b>DfE Guidance Y6</b>   | I can name some reasons a person might use a drug (good and bad)   |  | I know how to ask for help or advice around drugs.  |  | Perseverance<br>Motivation<br>Substances<br>Misuse                      | <i>SEAL Going For Goals</i>  | <i>Max - Perseverance</i><br> |
|  | I recognise there are laws around substances and drugs.  |  |   |  |   |  |  |

|  |   |  |   |  |  |  |  |
|--|---|--|---|--|--|--|--|
| <b>Outcomes Areas</b><br>Being Safe<br>Mental Well Being<br>Physical Health and Fitness<br>Drugs, Alcohol and Tobacco  | I know there are risks related to using any drug.                               |  | I know what to do in an emergency including some basic 1 <sup>st</sup> aid.   |  |  | <b>End of Block Assessment Notes</b>   |  |
|  | I can name some of the consequences of substance misuse.                        |  | I know how to contact the emergency services.   |  |  | <u>Greater Depth</u>   | <u>Needing Support</u>   |
| <b>Summer 1</b><br><i>What makes a positive relationship?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Caring Friendships<br>Respectful Relationships<br>Mental Well Being                  | I know the difference between healthy and unhealthy relationships.              |  | I have some strategies for managing complex and conflicting emotions.   |  | Dare Vs<br>Positive Challenge<br>Peer Pressure<br>Maturity           | <i>SEAL Relationships</i><br><br><i>SEAL Getting On and Falling Out</i><br><br><i>Eric Liddle</i><br><i>Anne Frank</i> | <b>Sam - Maturity</b><br> |
|  | I know what peer pressure is and can give examples of when this might happen.   |  | I have practised the 3R's to resist, reverse and remove peer pressure.  |  |  | <b>End of Block Assessment Notes</b>   |  |
|  |   |  | I know who I can talk to if I am concerned or feel uncomfortable.   |  |  | <u>Greater Depth</u>   | <u>Needing Support</u>   |
|  |   |  |   |  |  |  |  |
| <b>Summer 2</b><br><i>What changes might we experience?</i><br><br><b>DfE Guidance Y6 Outcomes Areas</b><br>Families and people who care for me.<br>Respectful Relationships<br>Online Relationships<br>Science Curriculum<br>(No right to | I can identify a range of feelings people might have when going through these.  |  | I know who to tell if someone asks me to keep a secret that makes me feel uncomfortable, especially if they put pressure on me to keep it a secret. |  | Confidentiality<br>Consent<br>Transition<br>Graduation<br>Confidante | <i>SEAL Changes</i>  |  |
|  | I can describe some times which involve change or transition.                   |  |   |  |  | <b>End of Block Assessment Notes</b>   |  |
|  | I can identify the connection between love, relationships and conception. (SRE) |  |   |  |  | <u>Greater Depth</u>   | <u>Needing Support</u>   |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| <i>withdraw)</i><br><b>Mental Well Being</b> |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

# RSHE DfE Outcomes at Hayward's (Appendix B)

## RSE & Health Provision at Hayward's Linked to DfE Guidance Outcomes

### Relationship Education (Primary)

| Outcome Area                                | Pupils Should Know  | Curriculum Links   | Human Resources                             | Physical Resources   | External Providers  | Other  |
|---|---|--|---|--|---|--|
| <b>Families and people who care for me.</b> | 1. That families are important for children growing up because they can give love, security and stability.  | PSHE Autumn 1 <b>Y1, 6</b><br>PSHE Autumn 2 <b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Summer 2 <b>Y6</b><br>RE Curriculum <b>Y3</b> Aut 2                      |   | PSHE Book Selection<br>SEAL Resources  | Family Support Worker – Angie Sawyer                            | Family SEAL Year 4   |
|   | 2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family member, the importance of spending time together and sharing other's lives.                  | PSHE Autumn 1 <b>Y1, 6</b><br>PSHE Autumn 2 <b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Summer 2 <b>Y6</b>   |   | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters Project Resources | Family Support Worker – Angie Sawyer                            | Anti-Bullying Week<br>Family SEAL Year 4                   |
|   | 3. The others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that the other children's families are also characterised by love and care for them. | PSHE Autumn 1 <b>Y1, 6</b><br>PSHE Autumn 2 <b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Summer 2 <b>Y6</b><br>RE Curriculum - <i>Within ethos of all lessons</i> |   | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters Project Resources | Cultural Champions Visitor<br>Open the Book Assembly            | Anti-Bullying Week<br>Family SEAL Year 4<br>British Values |
|   | 4. That stable, caring relationship, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  | PSHE Autumn 1 <b>Y1, 6</b><br>PSHE Autumn 2 <b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Summer 2 <b>Y6</b><br>RE Curriculum                                      |   | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters Project Resources | Family Support Worker – Angie Sawyer<br>The Tender Project Y5/6 | Anti-Bullying Week<br>Family SEAL Year 4                   |
|   | 5. That marriage and civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  | PSHE Summer 1 <b>Y3, 4</b><br>PSHE Summer 2<br>RE Curriculum   |   | PSHE Book Selection<br>SEAL Resources  |   | Anti-Bullying Week<br>British Values                       |
|   | 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek   | PSHE Summer 1 <b>Y3, 4, 5, 6</b>   | Pastoral leads<br>All staff Thrive training | PSHE Book Selection<br>SEAL Resources  | Family Support Worker – Angie Sawyer                            | Family SEAL Year 4<br>Worry bags                           |

|                                 | help or advice from others if needed.  |  |                 |                                       | The Tender Project Y5/6         |   |
|---------------------------------|--|--|-----------------|---------------------------------------|---------------------------------|---|
| Outcome Area                    | Pupils Should Know   | Curriculum Links   | Human Resources | Physical Resources                    | External Providers              | Other   |
| <b>Caring Friendships</b>       | 7. How important friendships are in making us feel happy and secure, and how people choose and make friends.   | PSHE Summer 1<br><b>YR, 1, 4, 5, 6</b>   | Pastoral leads  | PSHE Book Selection<br>SEAL Resources |                                 | Healthy Hero Days   |
|                                 | 8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.                              | PSHE Summer 1<br><b>YR, 1, 4, 5, 6</b><br>RE Curriculum  | Pastoral leads  | PSHE Book Selection<br>SEAL Resources |                                 | Anti-Bullying Week<br>British Values                      |
|                                 | 9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.   | PSHE Summer 1<br><b>YR, 1, 4, 5, 6</b>   | Pastoral leads  | PSHE Book Selection<br>SEAL Resources |                                 | Anti-Bullying Week<br>Healthy Hero Days<br>British Values |
|                                 | 10. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.                           | PSHE Autumn 1<br><b>Y1, 2, 3, 4</b><br>PSHE Summer 2 <b>Y3, 4</b>  | Pastoral leads  | PSHE Book Selection<br>SEAL Resources |                                 | British Values  |
|                                 | 11. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. | PSHE Autumn 1<br><b>Y3, 4, 5</b><br>PSHE Autumn 2<br><b>Y1, 2, 3, 4, 5, 6</b><br>PSHE Spring 1<br><b>YR, 1, 2, 3, 4, 5</b><br>PSHE Summer 1 <b>Y5, 6</b><br>PSHE Summer 2 <b>Y5, 6</b> | Pastoral leads  | PSHE Book Selection<br>SEAL Resources | CAP, NSPCC, Tender Project Y5/6 | Worry bags<br>British Values                              |
| Outcome Area                    | Pupils Should Know   | Curriculum Links   | Human Resources | Physical Resources                    | External Providers              | Other   |
| <b>Respectful Relationships</b> | 12. The importance of respecting others, even when they are very   | PSHE Autumn 2<br><b>YR, 1, 2, 3, 4, 5, 6</b>   | Pastoral leads  | PSHE Book Selection<br>SEAL Resources | Cultural Champions<br>Visitor   | Anti-Bullying Week<br>School Council,                     |

|                             |   |   |   |   |  |  |
|-----------------------------|---|---|---|---|--|--|
|                             | different from the (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.                                       | RE Curriculum - <i>Within ethos of all lessons</i>  |   | Christopher Winters Project Resources   | Open the Book Assembly                                     | Sports Council, Eco Council<br>British Values  |
|                             | 13. The conventions of courtesy and manners.  | PSHE Autumn 2<br><b>YR, 1, 2, 3, 4, 5, 6</b>  | Pastoral leads                              | PSHE Book Selection<br>SEAL Resources   |  | Anti-Bullying Week<br>British Values   |
|                             | 14. The importance of self-respect and how this links to their own happiness.   | PSHE Autumn 2 <b>Y3</b>   | Pastoral leads<br>All staff Thrive training | PSHE Book Selection<br>SEAL Resources   |  | Anti-Bullying Week<br>British Values   |
|                             | 15. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. | PSHE Autumn 1<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Autumn 2<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Summer 2 <b>Y6</b> | Pastoral leads                              | PSHE Book Selection<br>SEAL Resources   | Cultural Champions<br>Visitor<br>Open the Book<br>Assembly | Anti-Bullying Week<br>Charity work<br>School Council,<br>Sports Council, Eco<br>Council<br>Ambassadors<br>British Values |
|                             | 16. About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.          | PSHE Autumn 1<br><b>Y3, 4, 5</b><br>PSHE Autumn 2<br><b>YR, 1, 2, 3, 4, 5, 6</b>  |   | PSHE Book Selection<br>SEAL Resources   | Cultural Champions<br>Visitor                              | Anti-Bullying Week<br>Worry bags<br>British Values   |
|                             | 17. What a stereotype is, and how stereotypes can be unfair, negative or destructive.   | PSHE Autumn 2<br><b>Y4, 5, 6</b><br>RE Curriculum<br><b>Y2</b> Spring 1<br><b>Y4</b> Autumn 1<br><b>Y5</b> Spring 1     |   | PSHE Book Selection<br>SEAL Resources   | Cultural Champions<br>Visitor<br>Open the Book<br>Assembly | Anti-Bullying Week<br>British Values   |
|                             | 18. The importance of permission-seeking and giving in relationships with friends, peers and adults.  | PSHE Summer 2 <b>Y6</b>   |   | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters<br>Project Resources | CAP, NSPCC   | Anti-Bullying Week<br>British Values   |
| <b>Outcome Area</b>         | <b>Pupils Should Know</b>   | <b>Curriculum Links</b>   | <b>Human Resources</b>                      | <b>Physical Resources</b>   | <b>External Providers</b>                                  | <b>Other</b>   |
| <b>Online Relationships</b> | 19. That people sometimes behave differently online, including by pretending to be someone they are not.  | ICT Curriculum -<br>Internet safety week<br>lessons<br>Built into a planning<br>blocks                                  | ICT Coordinator                             | PSHE Book Selection<br>SEAL Resources   | CAP, NSPCC   | Internet Safety Week   |

|  |   |  |                        |   |                           |  |
|--|---|--|------------------------|---|---------------------------|--|
|  | 20. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. | PSHE Summer 1<br><b>Y5, 6</b><br>ICT Curriculum -<br>Internet safety week lessons<br>Built into a planning blocks  | ICT Coordinator        | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters<br>Project Resources                   | CAP, NSPCC                | Anti-Bullying Week<br>Internet Safety Week<br>British Values |
|  | 21. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | PSHE Autumn 2 <b>Y2</b><br>PSHE Spring 1<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>ICT Curriculum -<br>Internet safety week lessons<br>Built into a planning blocks    | ICT Coordinator        | PSHE Book Selection<br>SEAL Resources   | CAP, NSPCC                | Internet Safety Week   |
|  | 22. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.                     | PSHE Autumn 2 <b>Y2</b><br>PSHE Spring 1<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>ICT Curriculum -<br>Internet safety week lessons<br>Built into a planning blocks    | ICT Coordinator        | PSHE Book Selection<br>SEAL Resources   | CAP, NSPCC                | Internet Safety Week   |
|  | 23. How information and data is shared and used online.   | ICT Curriculum -<br>Internet safety week lessons<br>Built into a planning blocks   | ICT Coordinator        | PSHE Book Selection<br>SEAL Resources   |                           | Internet Safety Week   |
| <b>Outcome Area</b>                          | <b>Pupils Should Know</b>   | <b>Curriculum Links</b>  | <b>Human Resources</b> | <b>Physical Resources</b>   | <b>External Providers</b> | <b>Other</b>   |
| Science Curriculum<br>(No right to withdraw) | 24. The names of external body parts and changes to the human body as it grows, including puberty.  | Relationship Education<br>(See policy)<br>PSHE Spring 1 <b>Y1, 2</b><br>PSHE Summer 2<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>Science Curriculum<br><b>Y1</b> Spring |                        | See RSE box<br>Christopher Winters<br>Project Resources<br>Sex and Relationship<br>education books. |                           | Parent Consultation  |
|  | 25. The human life cycle, including how a baby is conceived and born.   | Relationship Education<br>(See policy)<br>PSHE Spring 1 <b>Y1, 2</b><br>PSHE Summer 2  |                        | See RSE box<br>Christopher Winters<br>Project Resources<br>Sex and Relationship                     |                           | Parent Consultation  |

|                     |   | <b>YR, 1, 2, 3, 4, 5, 6</b><br>Science Curriculum<br><b>Y2</b> Spring 2   |                        | education books.  |                           |   |
|---------------------|---|---|------------------------|---|---------------------------|---|
| <b>Outcome Area</b> | <b>Pupils Should Know</b>   | <b>Curriculum Links</b>   | <b>Human Resources</b> | <b>Physical Resources</b>   | <b>External Providers</b> | <b>Other</b>                                      |
| <b>Being Safe</b>   | 26. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).   | PSHE Autumn 1 <b>YR</b><br>PSHE Autumn 2 <b>Y3</b><br>PSHE Spring 1 <b>Y3</b><br>PSHE Summer 1<br><b>Y4, 5, 6</b><br>ICT Curriculum -<br>Internet safety week lessons<br>Built into a planning blocks |                        | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters<br>Project Resources | CAP, NSPCC                | Internet Safety Week<br>British Values            |
|                     | 27. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. | PSHE Autumn 2 <b>Y1, Y2</b><br>PSHE Spring 1<br><b>Y1, 2, 3</b><br>PSHE Summer 2 <b>Y5, 6</b><br>ICT Curriculum -<br>Internet safety week lessons<br>Built into a planning blocks                     | Pastoral leads         | PSHE Book Selection<br>SEAL Resources   | CAP, NSPCC                | Internet Safety Week<br>British Values            |
|                     | 28. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.                                 | PSHE Spring 1<br><b>YR, 1, 2, 3, 4, 5, 6</b>  |                        | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters<br>Project Resources | CAP, NSPCC                |   |
|                     | 29. How to respond safely and appropriately to adults they may encounter that they don't know.  | PSHE Spring 1<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>ICT Curriculum -<br>Internet safety week lessons<br>Built into a planning blocks  |                        | PSHE Book Selection<br>SEAL Resources   | CAP, NSPCC                | Internet Safety Week                              |
|                     | 30. How to ask for help for self and others, and to keep trying until they are heard, including having the vocabulary and confidence  | PSHE Autumn 1<br><b>YR, 1, 2, 3, 4, 5</b><br>PSHE Autumn 2<br><b>YR, 1, 2, 3, 4, 5, 6</b>   | Pastoral leads         | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters<br>Project Resources | CAP, NSPCC                | Internet Safety Week<br>Family SEAL<br>Worry bags |



|  |  |  |                |                                       |            |                                    |
|--|--|--|----------------|---------------------------------------|------------|------------------------------------|
|  | to report concerns or abuse.   | PSHE Spring 1<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Summer 1<br><b>Y1, 2, 3, 5, 6</b><br>PSHE Summer 2<br><b>YR, 5, 6</b><br>ICT Curriculum -<br>Internet safety week<br>lessons<br>Built into a planning<br>blocks |                |                                       |            |                                    |
|  | 31. Where to get advice from e.g. family, school and/or other sources. | PSHE Autumn 1<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Spring 2 <b>Y4, 5, 6</b><br>ICT Curriculum -<br>Internet safety week<br>lessons<br>Built into a planning<br>blocks  | Pastoral leads | PSHE Book Selection<br>SEAL Resources | CAP, NSPCC | Internet Safety Week<br>Worry bags |

#### Physical Health and Mental Well Being (Primary)

| Outcome Area             | Pupils Should Know  | Curriculum Links                             | Human Resources   | Physical Resources                    | External Providers  | Other   |
|--------------------------|---|--|---|---------------------------------------|---|---|
| <b>Mental Well Being</b> | 32. That mental wellbeing is a normal part of daily life, in the same way as physical health. | PSHE Spring 2<br><b>Y2, 4, 5</b>             | <u>Mental Health 1<sup>st</sup> Aid training:</u> Ann Hext, Scott Baker<br><u>Mental Health Champion:</u> Brigett Merriett<br><u>Grief Training:</u> Scott Baker, Ruth Dixon<br>Pastoral leads in each unit<br>All staff have had Thrive training and a cycle of updates. | PSHE Book Selection<br>SEAL Resources | Family Support Worker – Angie Sawyer<br><br>Amanda Tyler – Educational Psychologist | Mental Health Hero Day<br>Anipals<br>Tanglewood |
|                          | 33. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, | PSHE Summer 1<br><b>YR, 1, 2, 3, 4, 5, 6</b> | Pastoral leads<br>All staff Thrive training   | PSHE Book Selection<br>SEAL Resources |   | Mental Health Hero Day<br>Anipals               |

|  |   |   |   |                                       |  |   |
|--|---|---|---|---------------------------------------|--|---|
|  | nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  |   |   |                                       |  | Tanglewood<br>British Values  |
|  | 34. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | PSHE Summer 1<br><b>YR, 1, 2, 3, 4, 5, 6</b>  | Pastoral leads<br>All staff Thrive training | PSHE Book Selection<br>SEAL Resources |  | Mental Health<br>Hero Day<br>Anipals<br>Tanglewood  |
|  | 35. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  | PSHE Autumn 1<br><b>YR, 1, 2, 3, 4, 5, 6</b><br>PSHE Summer 1<br><b>YR, 1, 2, 3, 4, 5, 6</b>  | Pastoral leads<br>All staff Thrive training | PSHE Book Selection<br>SEAL Resources |  | Internet<br>Safety Week<br>Healthy Hero<br>Days<br>Mental Health<br>Hero Day<br>Anipals<br>Tanglewood   |
|  | 36. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.      | PSHE Autumn 1 <b>Y2</b><br>PSHE Autumn 2<br><b>Y1, 4</b><br>PSHE Spring 2<br><b>YR, 1, 2, 3, 4, 5</b><br>PSHE Summer 2 <b>Y2</b><br>PE Curriculum<br><b>Y3</b> Autumn 1<br><b>Y4</b> Autumn 1<br><b>Y5/6</b> Autumn 2<br><b>Y5/6</b> Summer 2 | Specialist PE Teacher                       | PSHE Book Selection<br>SEAL Resources |  | Healthy Hero<br>Days<br>Mental Health<br>Hero Day<br>After School<br>Clubs<br>Anipals<br>Tanglewood<br>Charity Work<br>School<br>Council,<br>Sports<br>Council, Eco<br>Council<br>School<br>Ambassador<br>Programme<br>British Values |
|  | 37. Simple self-care techniques, including the impact of relaxation, time spent with  | PSHE Spring 2<br><b>Y2, 4, 5</b><br>PSHE Summer 1   | Pastoral leads                              | PSHE Book Selection<br>SEAL Resources |  | Mental Health<br>Hero Day<br>After School   |

|  |  |   |  |                                       |   |  |
|--|--|---|--|---------------------------------------|---|--|
|  | friends and family and the benefits of hobbies and interests.  | <b>Y3, 6</b>  |  |                                       |   | Clubs<br>Anipals<br>Tanglewood<br>Healthy Hero Days<br>Tanglewood<br>Family SEAL                             |
|  | 38. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  | PSHE Autumn 1<br><b>Y3, 4, 5</b><br>PSHE Summer 1<br><b>Y3, 4</b>   | Pastoral leads   | PSHE Book Selection<br>SEAL Resources |   | Anti-Bullying Week<br>Healthy Hero Days<br>Mental Health Hero Day<br>Anipals<br>Tanglewood<br>British Values |
|  | 39. That bullying (including cyber bullying) has a negative and often long lasting impact on mental wellbeing.   | PSHE Autumn 2<br><b>YR, 1,2,3,4,5,6</b><br>ICT Curriculum   | All staff Thrive training  | PSHE Book Selection<br>SEAL Resources |   | Anti-Bullying Week<br>Internet Safety Week<br>Healthy Hero Days<br>Mental Health Hero Day<br>British Values  |
|  | 40. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | PSHE Autumn 1<br><b>YR, 1, 2, 3, 4, 5</b><br>PSHE Autumn 2<br><b>YR, 1, 2, 3, 4, 5,6</b><br>PSHE Spring 1<br><b>YR, 2, 3, 4, 5</b><br>PSHE Spring 2<br><b>Y3, 4, 5, 6</b><br>PSHE Spring 2 <b>Y4, 5</b><br>PSHE Summer 1<br><b>Y3, 4, 5, 6</b><br>PSHE Summer 2<br><b>Y1, 6</b> | <u>Mental Health 1<sup>st</sup> Aid training</u> : Ann Hext, Scott Baker<br><u>Mental Health Champion</u> : Bridgett Merritt<br><u>Grief Training</u> : Scott Baker, Ruth Dixon<br>Pastoral leads in each unit<br>All staff have had Thrive training and a cycle of updates. | PSHE Book Selection<br>SEAL Resources | Family Support Worker – Angie Sawyer<br><br>Amanda Tyler – Educational Psychologist | Healthy Hero Days<br>Mental Health Hero Day<br>Anipals<br>Tanglewood<br>Family SEAL<br>Worry bags            |

|                             | 41. It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. | PSHE Spring 1<br><b>Y3, 4, 5</b><br>PSHE Spring 2<br><b>Y4, 5, 6</b>   | <u>Mental Health 1<sup>st</sup> Aid training:</u> Ann Hext, Scott Baker<br><u>Mental Health Champion:</u> Bridgett Merritt<br><u>Grief Training:</u> Scott Baker, Ruth Dixon<br>Pastoral leads in each unit<br>All staff have had Thrive training and a cycle of updates. | PSHE Book Selection<br>SEAL Resources   | Family Support Worker – Angie Sawyer<br><br>Amanda Tyler – Educational Psychologist | Healthy Hero Days<br>Mental Health Hero Day<br>Anipals<br>Tanglewood<br>Worry bags |
|-----------------------------|--|--|---|---|---|--|
| Outcome Area                | Pupils Should Know   | Curriculum Links   | Human Resources   | Physical Resources  | External Providers  | Other  |
| Physical Health and Fitness | 42. The characteristics and mental and physical benefits of an active lifestyle.   | PSHE Spring 2<br><b>YR, 2, 3, 4</b><br>PE Curriculum<br><b>Y3</b> Autumn 1<br><b>Y4</b> Autumn 1<br><b>Y5/6</b> Autumn 2<br><b>Y5/6</b> Summer 2 | Specialist PE Teacher   | PSHE Book Selection<br>SEAL Resources   |   | Healthy Hero Days<br>Sports Council  |
|                             | 43. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.                                      | PSHE Spring 2<br><b>Y2, 3, 4, 5</b><br>PE Curriculum<br><b>Y3</b> Autumn 1<br><b>Y4</b> Autumn 1<br><b>Y5/6</b> Autumn 2<br><b>Y5/6</b> Summer 2 | Specialist PE Teacher   | PSHE Book Selection<br>SEAL Resources   |   | Healthy Hero Days<br>Sports Council<br>After school clubs                          |
|                             | 44. The risks associated with an inactive lifestyle (including obesity)  | PSHE Spring 2 <b>Y4, 5</b><br>PE Curriculum<br><b>Y3</b> Autumn 1<br><b>Y4</b> Autumn 1<br><b>Y5/6</b> Autumn 2<br><b>Y5/6</b> Summer 2          | Specialist PE Teacher   | PSHE Book Selection<br>SEAL Resources   |   | Healthy Hero Days<br>Sports Council<br>Inclusion<br>Festivals, Exeter              |
| Outcome Area                | Pupils Should Know   | Curriculum Links   | Human Resources   | Physical Resources  | External Providers  | Other  |
| Internet Safety and Harms   | 45. That for most people the internet is an integral part of life and has many benefits.   | PSHE Spring 1 <b>Y3, 4, 5, 6</b><br>ICT Curriculum - Internet safety   | ICT Coordinator   | PSHE Book Selection<br>SEAL Resources<br>Website including parent information |   | Internet Safety Week<br>Hero Days<br>Newsletters<br>Parent                         |

|  |  |  |   |  |              |   |
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|  |  | week lessons<br>Built into a<br>planning blocks  |   |  |              | information<br>evenings   |
|  | 46. About the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.  | PSHE Spring 1<br><b>Y3, 4, 5, 6</b><br>ICT Curriculum -<br>Internet safety<br>week lessons<br>Built into a<br>planning blocks                      | ICT Coordinator Pastoral<br>leads   | PSHE Book Selection<br>SEAL Resources<br>Website including parent<br>information   |              | Internet Safety<br>Week<br>Hero Days<br>Newsletters<br>Parent<br>information<br>evenings                                  |
|  | 47. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.  | PSHE Spring 1<br><b>Y3, 4, 5, 6</b><br>ICT Curriculum -<br>Internet safety<br>week lessons<br>Built into a<br>planning blocks                      | ICT Coordinator Pastoral<br>leads   | PSHE Book Selection<br>SEAL Resources<br>Website including parent<br>information<br>Christopher Winters<br>Project Resources | CAP<br>NSPCC | Internet Safety<br>Week<br>Hero Days<br>Newsletters<br>Parent<br>information<br>evenings                                  |
|  | 48. Why social media, some computer games and online gaming, for example are age restricted.   | PSHE Spring 1<br><b>Y3, 4, 5, 6</b><br>ICT Curriculum -<br>Internet safety<br>week lessons<br>Built into a<br>planning blocks                      | ICT Coordinator   | PSHE Book Selection<br>SEAL Resources<br>Website including parent<br>information   | CAP<br>NSPCC | Internet Safety<br>Week<br>Hero Days<br>Newsletters<br>Parent<br>information<br>evenings<br>Family SEAL<br>British Values |
|  | 49. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available and accessed, especially if they access support as early as possible. | PSHE Spring 1 <b>Y3, 4</b><br>PSHE Spring 2 <b>Y4, 5</b><br>ICT Curriculum -<br>Internet safety<br>week lessons<br>Built into a<br>planning blocks | <u>Mental Health 1<sup>st</sup> Aid training</u> : Ann Hext, Scott Baker<br><u>Mental Health Champions</u> : Ann Hext, Anoushka Kirby<br><u>Grief Training</u> : Scott Baker, Carol Peachy, Emma Sharples, Ruth Dixon<br>Pastoral leads in each unit<br>All staff have had Thrive training and a cycle of | PSHE Book Selection<br>SEAL Resources<br>Website including parent<br>information   |              | Healthy Hero<br>Days<br>Internet<br>Safety Week<br>Newsletters<br>Parent<br>information<br>evenings                       |

|                            |  |   | updates.              |   |                    |  |
|----------------------------|--|---|-----------------------|---|--------------------|--|
| Outcome Area               | Pupils Should Know   | Curriculum Links  | Human Resources       | Physical Resources  | External Providers | Other  |
| Healthy Eating             | 50. What constitutes a healthy diet (including understanding calories, and nutritional content).   | PSHE Spring 2<br><b>YR, 1,2,4</b><br>PE Curriculum<br><b>Y3</b> Autumn 1<br><b>Y4</b> Autumn 1/<br>Spring 2<br><b>Y5/6</b> Autumn 2<br><b>Y5/6</b> Summer 2 | Specialist PE Teacher | PSHE Book Selection<br>SEAL Resources   |                    | Healthy Hero Days<br>School<br>Healthy Eating Policy |
|                            | 51. The principles of planning and preparing a range of healthy meals.   | PSHE Spring 2<br><b>YR, 1,2,4</b><br>PE Curriculum<br><b>Y3</b> Autumn 1<br><b>Y4</b> Autumn 1/<br>Spring 2<br><b>Y5/6</b> Autumn 2<br><b>Y5/6</b> Summer 2 | Specialist PE Teacher | PSHE Book Selection<br>SEAL Resources   |                    | Healthy Hero Days<br>School<br>Healthy Eating Policy |
|                            | 52. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). | PSHE Spring 2<br><b>Y2, 4,5</b><br>PE Curriculum<br><b>Y3</b> Autumn 1<br><b>Y4</b> Autumn 1/<br>Spring2<br><b>Y5/6</b> Autumn 2<br><b>Y5/6</b> Summer 2    | Specialist PE Teacher | PSHE Book Selection<br>SEAL Resources   |                    | Healthy Hero Days                                    |
| Outcome Area               | Pupils Should Know   | Curriculum Links  | Human Resources       | Physical Resources  | External Providers | Other  |
| Drugs, Alcohol and Tobacco | 53. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.   | PSHE Spring 1 <b>Y1, 2</b><br>PSHE Spring 2<br><b>Y4, 5, 6</b>  |                       | PSHE Book Selection<br>SEAL Resources<br>Christopher Winters<br>Project Resources |                    | Healthy Hero Days<br>British Values                  |
| Outcome Area               | Pupils Should Know   | Curriculum Links  | Human Resources       | Physical Resources  | External Providers | Other  |
| Changing                   | 54. Key facts about puberty and the changing adolescent body.  | Relationship Education (See   |                       | See RSE box<br>Channel 4 'Living &  |                    | Parent Consultation                                  |

|                              |  |   |                        |  |                           |  |
|------------------------------|--|---|------------------------|--|---------------------------|--|
| <b>Adolescent Body</b>       | particularly from the age of 9 through to age 11, including physical and emotional changes.  | <i>policy</i><br>PSHE Spring 1 <b>Y1, 2</b><br>PSHE Summer 2<br><b>YR, 1, 2, 3, 4, 5, 6</b> |                        | Growing' series<br>Sex and Relationship<br>education books.<br>PSHE Book Selection |                           |  |
| <b>Outcome Area</b>          | <b>Pupils Should Know</b>  | <b>Curriculum Links</b>   | <b>Human Resources</b> | <b>Physical Resources</b>  | <b>External Providers</b> | <b>Other</b>                               |
| <b>Basic First Aid</b>       | 55. Know how to make a clear and efficient call to emergency services if necessary.  | PSHE Spring 2 <b>Y5,6</b>   |                        | PSHE Book Selection<br>SEAL Resources  | 1st Aid Provider          | Healthy Hero Days                          |
|                              | 56. Concepts of basic first aid, for example dealing with common injuries, including head injuries.  | PSHE Spring 2 <b>Y5,6</b>   |                        | PSHE Book Selection<br>SEAL Resources  | 1st Aid Provider          | Healthy Hero Days                          |
| <b>Outcome Area</b>          | <b>Pupils Should Know</b>  | <b>Curriculum Links</b>   | <b>Human Resources</b> | <b>Physical Resources</b>  | <b>External Providers</b> | <b>Other</b>                               |
| <b>Health and Prevention</b> | 57. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.                                 | PSHE Spring 2 <b>Y4, 5</b>  |                        | PSHE Book Selection<br>SEAL Resources  |                           | Healthy Hero Days                          |
|                              | 58. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.                                | PSHE Spring 1 <b>Y2</b>   |                        | PSHE Book Selection<br>SEAL Resources  |                           | Healthy Hero Days                          |
|                              | 59. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn. | PSHE Spring 2<br><b>YR, 2, 3, 4</b>   |                        | PSHE Book Selection<br>SEAL Resources  |                           | Healthy Hero Days                          |
|                              | 60. About dental health and the benefits of good oral hygiene, including visits to the dentist.  | PSHE Spring 2 <b>Y1, 4</b><br>Science – Teeth<br><b>Y4 Spring 2</b>                         |                        | PSHE Book Selection<br>SEAL Resources  |                           | Healthy Hero Days                          |
|                              | 61. About personal hygiene and germs including bacteria, viruses, how that are spread and the importance of handwashing.                       | PSHE Spring 2<br><b>YR, 1, 2, 3</b>   |                        | PSHE Book Selection<br>SEAL Resources  |                           | Healthy Hero Days<br>Anipals<br>Tanglewood |
|                              | 62. About immunisations.   | PSHE Spring 2 <b>Y2</b>   |                        | PSHE Book Selection<br>SEAL Resources  |                           | Healthy Hero Days                          |

NB We cover more than the key outcomes as which also support Economic wellbeing, Careers, Environmental awareness

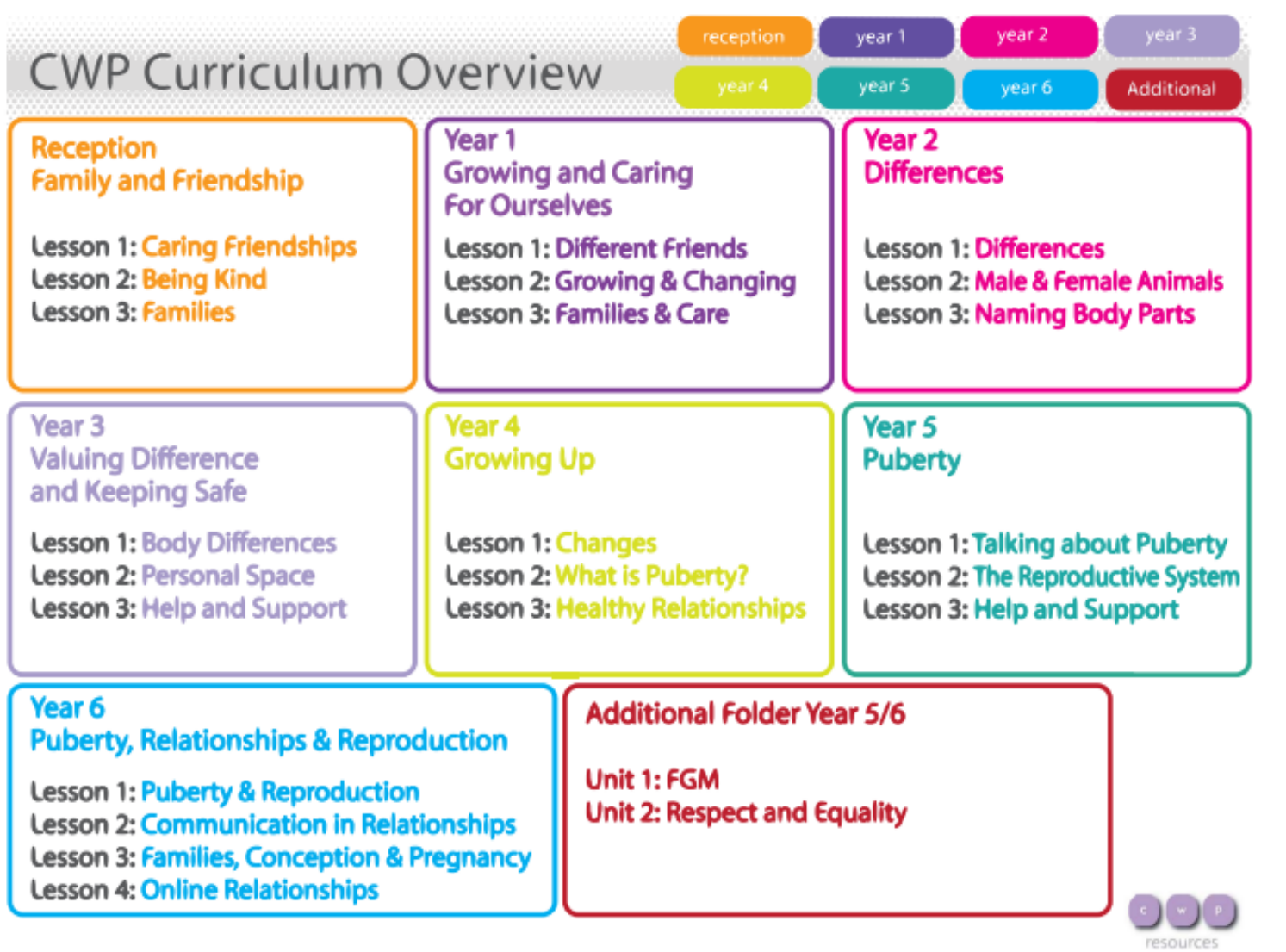
## **Sex Education Programme Overview (Appendix C)**

### Sex Education Programme Overview (Appendix C)

Sex Education will be taught in the PSHE and Science curriculum throughout the school using the Christopher Winters Project.

The content can be further explored here: <https://drive.google.com/file/d/1vxEo8oay6cSVqG6PZ3gxloL26yqAhx17/view?usp=sharing>





In addition, Upper Key Stage Two (Yr 5/6) will recap on year 4 work. They will also use a combination of the Christopher Winter Project resources, BBC “Growing Up” programme and the Reproduction, “Sex and Relationship Education for ages 9-11 programme”. The children will look at the physical and emotional changes at the onset of puberty/menstruation and the development of relationships. They will also look at images of sex portrayed by the media, including social media and online and begin to have an understanding of contraception. It is also during this time that specialist support of the School Nurse is used whenever possible to provide expert knowledge and information to the children and where necessary, families.

In Upper Key Stage 2, there will be an opportunity for girls to talk to a female member of staff (and boys to talk to a male member of staff) during the course of this unit of work. Whenever possible, health professionals, especially the school nurse will work in partnership with the school and may come into school to discuss issues with the children.

Hayward's Primary School also uses the charity Devon Child Assault Prevention (CAP) to teach all the adults their 'safe, strong and free' message. This has included training for children around sexual abuse, understanding their body is theirs and no one else's, and a safety scream.