

RSE (Relationship and Sex Education) PSHE (Personal, Social, Health Education) Policy

V	Author	Dated	Status	Details
1	Compliance officer and Academies	07.01.2021	Approved by Elevate Standards Reviewed by LGBs	To be reviewed annually
2	Compliance officer	16.03.2022	Reviewed by Abi Clay, School Improvement team	
3	Head of G&S, School Improvement Team	25.08.2023	for Trustees to Approve	

 Elevate Multi Academy Trust (Elevate) has agreed this Policy and as such, it applies to all Academies within the Trust.

 References to 'the Head teacher' includes the Executive Head teacher, Head teacher or acting Head teacher as appropriate.

Aims

The aims of relationships and sex education (RSE) at Elevate and its Academies, in line with our ethos and values, are to:

- ✿ Provide a framework in which sensitive discussions can take place;
- ✿ Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- ✿ Help children develop feelings of self-respect, confidence and empathy;
- ✿ Create a positive culture around issues of sexuality and relationships;
- ✿ Teach children the correct vocabulary to describe themselves and their bodies;
- ✿ Contribute to the Ofsted expectations around children's 'personal development' and 'behaviour & attitudes';
- ✿ Provide high-quality learning and teaching to help safeguard children and promote children's learning and life chances.

Statutory Requirements and Related Policies

- ✿ As a primary Academy, we must provide relationships and health education to all children as per section 34 of the [Children and Social work act 2017](#). The expectations for all state-funded schools are described in the Statutory guidance Relationships and sex education (RSE) and health education: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- ✿ As a Trust, Elevate does not have to follow the National Curriculum but they are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- ✿ In teaching RSE, Elevate is are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- ✿ This policy complies with Elevate's Funding Agreement and Articles of Association.
- ✿ At Elevate's Academies RSE is taught as set out in this policy.
- ✿ This policy will be reviewed annually by Elevate's School Improvement Team and Head of Governance and Safeguarding.
- ✿ At every review, the policy will be approved by Elevate's Standards Committee.

Related Policies:

- ✿ Behaviour and Anti Bullying policy,
- ✿ Child Protection and Safeguarding,
- ✿ SEND policy.
- ✿ Confidentiality policy.
- ✿ Science policy
- ✿ Teaching and Learning policy
- ✿ Equal Opportunities policy

Policy Development

This policy has been developed in consultation with staff, children and parents. We send out our RSE year group overview of coverage each year: this takes the form of the Jigsaw 'Information for Parents and Carers Leaflet' and we invite responses both individually and at a consultation meeting presented by senior leaders and the RSE Subject Lead.

The consultation and policy development process involved the following steps:

-  **Review:** a member of staff or working group pulled together all relevant information including relevant national and local guidance;
-  **Staff consultation:** all Academy staff were given the opportunity to look at the policy and make recommendations;
-  **Parent/stakeholder consultation:** parents and any interested parties were invited to attend a meeting about the policy;
-  **Children consultation:** we investigated what exactly children want from their RSE;
-  **Ratification:** once amendments were made, the policy was shared with Trustees and governors and ratified by Elevate Standards Committee.

Definition

As recommended by the Department for Education, the statutory expectations of relationships, education and health education should sit within a wider framework of personal, social, health and economic (PSHE) education.

Relationships Education is learning about the emotional, social, and physical aspects of growing up, relationships, gender, sexuality, sex, and sexual health. It should support children gaining accurate information, develop skills, and form positive beliefs, values, and attitudes. It also gives children essential skills for building positive, enjoyable, respectful, loving, and non- exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health, and wellbeing.

Sex Education is defined by drawing on knowledge of the human life cycle set out in the national curriculum for science – the ways a baby could be conceived and born.

Curriculum

The Academy's curriculum is set out as per Appendix 1 but they may need to adapt it as and when necessary.

The Academy has developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

RSE (Relationships & Sex Education)

In RSE, we want children to learn about not only the emotional, social and physical aspects of growing up, but also relationships, sex and sexuality. It supports pupils to form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non- exploitative friendships and relationships, staying safe both on and offline.

Primary sex education will focus on:

How a baby is conceived and born

Health Education

One of the statutory components of Health Education is 'Changing Adolescent body' where the statutory guidance states that by the time they leave primary school children should know:

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

For more information about the Academy's curriculum, see the curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Children also receive stand-alone sex education sessions.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

As part of the '*Relationships*' and '*Changing Me*' units in each year group's **Jigsaw** scheme, we add additional sessions in years 5 & 6 where the biology of conception, pregnancy and birth are taught. This is accompanied by sessions where the emotions around these issues can be discussed in an age-appropriate way, with anonymous question and answer sessions a vital part of this. Where appropriate, female and male pupils are separated for some or all of these. Animated video clips help in the delivery of this: they are from the '*Busy Bodies*' scheme and the clips are available to view on Youtube.

For more information about the Academy's RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers

amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Equality

The Board of Trustees has wider responsibilities under the Equalities Act 2010, to ensure that no child(ren) are discriminated against because of their sex, gender reassignment, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

During these lessons, any children with additional needs will be identified by their teacher and every provision made to help them join in during the Relationship Education/Relationship and Sex Education lessons through high quality teaching that is differentiated and personalised.

The Academy's PSHE education provision will be adapted to meet the needs of all children, including those with SEND.

Section 37 (page 15) of the statutory guidance expects all teaching to be sensitive and age appropriate in approach and content and that all children to have been taught LGBT content at a timely point.

If a child is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their individual needs.

Up to and including year 5, all lessons will be co-educational, however in year 6 there will be instances when these will be separated by gender (please note that lesson content is the same). For any children identifying as transgender, the Academy will liaise with the child's guardian to determine which group the child would be most comfortable with.

The Academy will keep a record of individual provision of RE/RSE through curriculum content and record if children are withdrawn from aspects.

Safeguarding and Confidentiality

In order to promote a healthy, positive atmosphere for Relationship and Sex Education, the Academy wants to ensure that children can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other children.

The Academy believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme.

To protect privacy and engender respect for all, staff develop ground rules with children at the onset of work. This includes information on confidentiality and information will be given on where children can get help on personal concerns both inside and outside school. Children are informed about the remit of confidentiality and that staff cannot offer or guarantee a child's unconditional confidentiality. Staff will use question boxes to allow children the opportunity to ask further questions anonymously.

If children ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson. The sort of holding statement will be used 'that is a really interesting question and I need time to think because I want to give you a really good answer,' this then allows staff to follow a number of options. These include further questioning of the child with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the child's family, and

obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the Designated Safeguarding lead will be notified and recorded using CPOMs.

Roles and Responsibilities

The Board of Trustees:

The board of Trustees, through Elevate's Standard committee, will approve the RSE & PHSE policy, and hold the head teacher to account for its implementation.

Governors:

The Local Governing Body (LGB) has the responsibility to ensure the Academy:

-  Has an up to date RSE policy that describes the content and organisation of the curriculum;
-  Involves families, children, and the wider school community to ensure that RSE addresses the needs of children, local issues, and trends;
-  Fulfils all legal obligations;
-  Ensure all children make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education;
-  Ensure the subjects are well led, effectively managed and well planned.
-  Ensure the quality of provision is subject to regular and effective self-evaluation.
-  Ensure teaching is delivered in ways that are accessible to all pupils including those with SEND;
-  Ensure clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
-  Ensure the subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Head teacher:

The head teacher is responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw children from non-statutory/non-science components of RSE.

PHSE/RSE Coordinator:

The coordinator along with the Head teacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

The responsibilities of the PSHE lead are to:

-  Work with Head teacher to ensure compliance with the statutory guidance and implementing the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum;
-  Ensure the implementation and quality of long term and medium term RSE schemes of work;
-  Ensure all children make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020;

- 🌱 Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident, and competent staff are essential to raise standards in RSE;
- 🌱 Consider the needs of all children and ensure the curriculum is meeting the needs of SEND children, and to achieve this recognise that the Academy might need to address some specific issues;
- 🌱 Consult with children to inform provision around RSE and use the Academy's Growing Up in North Yorkshire biannual survey results to inform planning.
- 🌱 Consult with parents annually to inform them of the content that forms their child's RSE curriculum for that particular year: this is done by means of the Jigsaw RSE overview.
- 🌱 Access appropriate training;
- 🌱 Monitor and advise on RSE organisation, planning and resource issues across the Academy;
- 🌱 Ensure procedures for assessment, monitoring and evaluation are included;
- 🌱 Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials;
- 🌱 Liaise with the Head teacher to ensure parents/carers are informed about the taught RSE curriculum in all year groups to support a partnership approach and provide information about what children can and cannot be withdrawn from.

Staff

Staff are responsible for:

- 🌱 Delivering RSE in a sensitive way;
- 🌱 Modelling positive attitudes to RSE;
- 🌱 Monitoring progress;
- 🌱 Responding to the needs of individual children;
- 🌱 Responding appropriately to children whose parents wish them to be withdrawn from the non- statutory/non-science components of RSE;
- 🌱 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Children

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head teacher.

Alternative work will be given to children who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head teacher will also invite visitors from outside the Academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the PHSE/RSE Coordinator (Name) through:

- Learning walks
- Book scrutinies
- Discussions with pupils

Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy is reviewed annually and evaluation happens at a school level and includes feedback from staff about lesson plans and appropriateness of resources, but also include 'pupil voice', especially from end of Key Stage children

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	Start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	
	Spring 1 My Changing Body	Know how my body has changed Since I was a baby understand that growing up is natural and that everybody grows at different rates	
	Spring 2 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	
Year 2	Autumn 1 Life Cycles in Nature	Recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	
	Autumn 2 Growing from Young to Old	Tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	
	Spring 1 The Changing Me	Recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	
	Spring 2 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private Tell you what I like/don't like about being a boy/girl	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1 Assertiveness	Understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	
Year 3	Autumn 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals	
	Autumn 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family	
	Spring 1 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings	
	Spring 2 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings	
	Summer 1 Family Stereotypes	Start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be Willing to change my ideas Sometimes	
Year 4	Autumn 1 Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am Made from the joining of their egg and sperm I appreciate that I am a truly unique human being	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn 2 Having a Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult	
	Spring 1 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	
Year 5	Autumn 1 Self-Image and Body Image	Be aware of my own self-image and how my body image fits into that Know how to develop my own self esteem	
	Autumn 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be ok for me	
	Spring 1 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty	
	Spring 2 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways	
Year 6	Autumn 1 My Self Image	Aware of my own self-image and how my body image fits into that Know how to develop my own self-esteem	
	Autumn 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive	
	Spring 2 Babies - Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby	
	Summer 1 Attraction	Understand how being physically attracted to someone changes the nature of the relationship Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	

Appendix 2: By the end of primary school Children should know

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

TOPIC	CHILDREN SHOULD KNOW
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends; - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties; - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded; - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right; - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; - Practical steps they can take in a range of different contexts to improve or support respectful relationships - The conventions of courtesy and manners; - The importance of self-respect and how this links to their own happiness; - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority; - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; - What a stereotype is, and how stereotypes can be unfair, negative or destructive; - The importance of permission-seeking and giving in relationships with friends, peers and adults;
Online relationships	- That people sometimes behave differently online, including by pretending to be someone they are not; - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous; - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them; - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met; - How information and data is shared and used online.

TOPIC	CHILDREN SHOULD KNOW
Being safe	🌱 What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); 🌱 About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe; 🌱 That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact; 🌱 How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know; 🌱 How to recognise and report feelings of being unsafe or feeling bad about any adult; 🌱 How to ask for advice or help for themselves or others, and to keep trying until they are heard;; 🌱 How to report concerns or abuse, and the vocabulary and confidence needed to do so 🌱 Where to get advice e.g. family, school and/or other sources.

PHSE:

Rationale

At **Aspin Park Academy** we believe that Personal, Social, Health Education (PSHE) is at the heart of what we do. Through our Academy mission statement, values, and expectations we promote children's self-esteem, moral and social skills and care for their health and wellbeing.

Aims

By teaching PHSE using the PSHE Association's question-based scheme of work, we are developing the self-awareness, positive self-esteem, and confidence to enable children to:

-  stay healthy
-  keep themselves and others safe
-  develop social skills
-  have worthwhile and fulfilling relationships
-  respect the differences between people
-  develop independence and responsibility
-  play an active role as members of a democratic society
-  make the most of their own and others' abilities
-  manage their feelings
-  develop their self-awareness
-  create an environment where good learning takes place
-  promote the Fundamental British Values and ensure that these are embedded into all aspects of school life.

Creating a Safe and Stimulating Learning Environment

We promote a healthy, positive atmosphere for PHSE at **Aspin Park Academy** to ensure that children can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other children. We believe that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the PHSE programme.

To protect privacy and engender respect for all, staff develop ground rules with children at the onset of work. This includes information on confidentiality and information will be given on where children can get help on personal concerns both inside and outside school. Children are informed about the remit of confidentiality and that staff cannot offer or guarantee children unconditional confidentiality. Staff will use question boxes to allow children the opportunity to ask further questions anonymously.

If children ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson. The holding statement will be used 'that is a really interesting question and I need time to think because I want to give you a really good answer,' this then allows staff to follow a number of options. These include further questioning of the child with

another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the child's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the designated safeguarding lead will be notified and recorded using CPOMs.

Entitlement and Equality of Opportunity

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PHSE provision. Careful consideration will be given concerning the level of differentiation needed and in some cases the content or delivery will be adapted.

During these lessons, any children with additional needs will be identified by their teacher and every provision made to help them join in during the PHSE lessons. If a child is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their individual needs. Teachers and/or teaching assistants will work with individual children where required, and if appropriate.

Up to and including year 5, all lessons will be co-educational, however in year 6 when teaching health and sex education there will be instances when these may be separated by gender (please note that lesson content is the same). For any children identifying as transgender, the Academy will liaise with the child's guardian to determine which group the child would be most comfortable with.

Learning and Teaching

PHSE is taught through a range of ways including discrete provision, whole school events and activities, cross-curricular topics and sex and relationships education.

Teaching and learning methods will ensure that children take an active role in the lesson and ultimately take responsibility for their own learning. Plenaries and lesson summaries allow learners to reflect on and assimilate what they have learned. Activities will provide an appropriate level of challenge and allow learners to develop their knowledge, skills, attitudes and understanding. We will determine children's starting points in a new topic by evaluating children's prior knowledge, ensuring the work is tailored to the needs of the children and is pitched at a suitable level for the class and individuals whilst enabling teachers to make more effective judgements about children's development and progression in learning.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by discussing topics openly with the children in a balanced way. The children will explore the potential consequences of different lifestyle choices and be reassured that most young people make positive, healthy choices.

We will ensure that the curriculum is broad and balanced by structuring our programme around an overarching question for each term or half term. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. Three core themes are covered: Health and Wellbeing, Relationships and Living in the Wider World. Teaching builds according to the age and needs of the children throughout the primary phase with developmentally appropriate learning objectives given to respond to each key question.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	