



Bartley C of E Junior School

Relationships, Sex and Health Education (RSHE) Policy

Procedure and Guidance

Name of Unit/Premises/Centre/School	Bartley CE Junior School
Date of Policy Issue/Review	Reviewed Feb 2025/to be reviewed Feb 2027
Name of Responsible Manager/ Headteacher	John Bessant – PSHE Lead Karen Stonehouse - Headteacher
Date approved by Governors if statutory:	21.01.25

Bartley C of E Junior School



Relationships, Sex and Health Education (RSHE) Policy

DEVELOPMENT OF POLICY

This policy has been developed in consultation with parents, teachers, other school staff and governors. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our children. It has been approved by the school's governing body.

LEGAL REQUIREMENTS

It is now a statutory requirement for schools to deliver Relationships Education. The Department for Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and - drawing on the National Curriculum for Science - how a baby is conceived and born. Health Education is also Statutory in all schools.

At Bartley C of E Junior School, we acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health and Economic (PSHE) education provision.

This policy has been written in the context of our responsibilities under:

- Department for Education: Relationships, Sex and Health Education (RSHE) Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019, updated 2021)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education>

- In 2024, the Government introduced some changes to the way RSHE is taught in schools including primary age level. The key changes for primary schools are:

In primary school, we have set out that subjects such as the risks about online gaming, social media and scams should not be taught before year 3.

Puberty should not be taught before year 4, whilst sex education should not be taught before year 5, in line with what pupils learn about conception and birth as part of the national curriculum for science.

<https://educationhub.blog.gov.uk/2024/05/new-rshe-guidance-what-it-means-for-sex-education-lessons-in-schools/>

- The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’; Autumn 2016 <https://www.churchofengland.org/about/education-and-schools/vision-education>
- The Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Valuing All God’s Children (VAGC) published by the Church of England’s education Office, Summer 2019 (2nd Edition)
https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

LINKS TO OTHER POLICIES

This policy should be read and understood in the context of our Equalities and Diversity Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy and our approach to Personal, Social and Health Education.

INTRODUCTION

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. (DfE) ¹

At Bartley C of E Junior School, we believe that our Relationships and Sex Education curriculum should promote pupils’ self-esteem, emotional development and resourcefulness and help children to form and maintain satisfying relationships. This is why we have adopted the Coram Life Education (SCARF) PSHE programme. The programme is aligned with the National Curriculum and meets the statutory requirements for Relationships, Sex and Health Education.

¹ *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE 2019, updated 2021)*

DEFINING PSHE AND RELATIONSHIPS EDUCATION

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Our PSHE provision is designed to:

1. Enable pupils to make sense of their own personal and social experiences;
2. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
3. Enable effective interpersonal relationships and develop a caring attitude towards others;
4. Encourage a caring attitude towards and responsibility for the environment;
5. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;

DETAILS OF OUR RSE CONTENT

Class teachers follow six half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school. For example, we may use our local environment as the starting point for aspects of our work. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The School Council will be consulted as part of our planning, to ensure pupil voice is considered and fed into the programme.

Half Term Units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

An overview of the content covered as part of each year group can be seen below. Parents and carers will be notified before specific RSE sessions take place each year.

Year/ Halftermly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Y3	Rules and their purpose. Cooperation. Friendship (including respectful relationships). Coping with loss.	Recognising and respecting diversity. Being respectful and tolerant. My community.	Managing risk. Decision-making skills. Drugs and their risks. Staying safe online.	Skills we need to develop as we grow up. Helping and being helped. Looking after the environment. Managing money.	Keeping myself healthy and well. Celebrating and developing my skills. Developing empathy.	Relationships. Keeping safe. Safe and unsafe secrets.
Y4	Healthy relationships. Listening to feelings. Bullying. Assertive skills.	Recognising and celebrating difference (including religions and cultural difference). Understanding and challenging stereotypes.	Managing Risk. Understanding the norms of drug use (cigarette and alcohol use). Influences. Online safety.	Making a difference (different ways of helping others or the environment). Media influence. Decisions about spending money.	Having choices and making decisions about my health. Taking care of my environment. My skills and interests.	Managing difficult feelings. Relationships including marriage.

Y5	Feelings Friendship skills, including compromise. Assertive skills. Cooperation. Recognising emotional needs.	Recognising and celebrating difference, including religions and cultural. Influence and pressure of social media.	Managing risk, including online safety. Norms around use of legal drugs (tobacco, alcohol). Decision-making skills.	Rights and responsibilities. Rights and responsibilities relating to my health. Making a difference. Decisions about lending, borrowing and Spending.	Growing independence and taking responsibility. Keeping myself healthy. Media awareness and safety. My community.	Managing difficult feelings. Managing change. How my feelings help keeping safe. Getting help. Body changes- Period Positive.
Y6	Assertiveness. Cooperation. Safe/unsafe touches. Positive relationships.	Recognising and celebrating difference. Recognising and reflecting on prejudice-based bullying. Understanding bystander behaviour. Gender stereotyping.	Understanding emotional needs. Staying safe online. Drugs: norms and risks (including the law).	Understanding media bias, including social media. Caring: communities and the environment. Earning and saving money. Understanding democracy.	Aspirations and goal setting. Managing risk. Looking after my mental health.	Coping with changes. Keeping safe. Body Image. Sex education. Self-esteem.

The DfE have formulated 67 statements that children should know by the end of Key Stage 2 as part of their Relationships Education. To see how each lesson meets these requirements and for more detail about each lesson our Medium-Term Plan can be found below (see Appendices).

Within the Science National Curriculum, in Year 5, children are taught about the life cycles of humans and animals, including reproduction. They learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Within our non-statutory Sex Education that takes place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

SENSITIVE ISSUES

Occasionally, pupils may raise sensitive issues. Parents and others should be reassured that the personal beliefs and attitudes of staff should not influence the teaching of RSE. The issues concerned may include contraception, safe sex, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate

in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child. The main guidelines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response “We are not learning about this in Year... You may ask your Mum/Dad/carer when you get home. You will learn more about this in Year...” (if appropriate).

MONITORING AND EVALUATION OF RSE

The PSHE leader collects evidence for the monitoring and evaluation of the Relationship and Sex Education programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained from discussions with teachers and pupils. Any staff development needs will also be identified. Relationship and Sex Education issues will be included in the induction programme for all new members of staff.

THE RIGHT TO WITHDRAW

The school RSHE policy can be downloaded from the school website. The school will inform parents when aspects of the Relationship and Sex Education programme are about to be taught. This will most likely be done through a specific letter to the parents of the Year groups it concerns. Opportunities will be provided for parents to view the resources being used.

There is no right to withdraw from Relationships Education or Health Education (*Section 50, Department for Education 2019: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance*). This means that parents can withdraw their children from Sex Education. However, children cannot be withdrawn from any part of Relationship, Health Education or any part of the programme that falls within the statutory Science National Curriculum.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Before granting any such request, the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept (*Section 45, Department for Education 2019: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance*).

CONCLUSION

All Bartley staff are committed to employing the strategies and procedures outlined in this Policy. It has been written with reference to and in accordance with: DfE Guidance (2019 – updated 2021), The Equality Act 2010, the School Positive Behaviour, SEND, PSHE and Equal Opportunities Policy. It has been written after consultation with all stakeholders.

Glossary

DfE – Department for Education.

IVF – In Vitro Fertilisation.

PSHE – Personal, Social, Health and Economic education.

RSHE – Relationship, Sex and Health Education.

SCARF – Safety, Caring, Achievement, Resilience, Friendship.

SEND – Special Educational Needs and Disability.

VAGC – Valuing All God’s Children.

Appendices

Medium-Term Plans for Year 3, 4, 5 and 6

Year 3 PSHE - Medium Term Overview						
	Autumn 1- Me and My Relationships	Autumn 2- Valuing Difference	Spring 1- Keeping Safe	Spring 2- Rights and Respect	Summer 1- Being my Best	Summer 2- Growing and Changing
Unit and Outcome	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe and unsafe secrets
Topic Specific Vocabulary	British Values, Rules and Laws, Safeguarding, Safety, Pupil Voice, Democracy, Keeping safe, Negotiating, Bereavement	British Values, Cooperation, Falling out, Respect, Teamwork, Tolerance, Communication	Safeguarding, Safety, Support networks, Keeping safe, Independence, Decision Making, Alcohol, Smoking	Achievement, Citizenship, Community, Environment, Wellbeing, Teamwork Responsibility	Achievement, Aspirations, Being yourself, Body Image, Diversity, Media Influence, Stereotypes, Talents, Discrimination	Assertiveness, Feelings, Respect, Safeguarding, Consent, Relationships, Keeping safe, Communication, Emotions
Subject Specific Vocabulary	Friendship, Cooperation, Relationship, Respect, Feelings	Diversity, Difference, Respect, Tolerance, Community	Decision, Risk, Safety, Online, Internet	Cooperation, Citizen, Community, Environment, Budget, Finance	Health, Success, Skills, Talent, Stereotype, Empathy	Personal Space, Respect, Assertive, Consent, Safety
Prior Learning	<p>Year 2: PSHE is divided into three core themes, which are addressed through units of work delivered throughout the academic year.</p> <p>These core themes are:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Relationships • Living in the Wider World 					

						different purposes and qualities.
Year 3 Skills	I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	I can name a few things that make a positive relationship and some things that make a negative relationship. I can identify when someone hasn't been invited into my personal space and show how I can be assertive in asking them to leave if I feel uncomfortable.
Book/text links	-Friendships And Bullying By Head, Honor -My Friends By Ridley, Sarah -We Are Kind And Helpful: We Don't Hurt Anybody's Feelings By Luck, Donna	The Ugly Duckling by Hans Cristian Anderson	-Life Online By Ridley, Sarah -Respecting Others By Martineau, Susan			

	Areas covered within the core themes: Belonging, feelings, secrets, people who look after us, rules, change and loss, keeping themselves safe					
Later Learning	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing difficult feelings Relationships including marriage
Year 3 National Curriculum Objectives	Internet Safety and Harms Families and people who care for me Caring Friendships Respectful Relationships Being Safe Mental Wellbeing	Families and people who care for me MW5 Respectful Relationships Mental Wellbeing Online Relationships	Being Safe Online Relationships Internet Safety and Harms Online Relationships Drugs, Alcohol and Tobacco Healthy Eating	Being Safe Online Relationships Internet Safety and Harms Wider PSHE Curriculum	Healthy Eating Respectful Relationships Wider PSHE curriculum	Caring Friendships Online Relationships Being Safe Online Relationships Mental Wellbeing Internet Safety and Harms Respectful Relationships
Year 3 Knowledge Required	Know that feelings and emotions help a person cope with difficult times. Recognise the skills required to collaborate in a team, knowing when to contribute and when to step back	Recognise that there are many different types of families. Identify the different communities that they belong to	Identify risk factors in given situations Define the words danger and risk and explain the difference between the two.	Talk about and identify people who help them in school and the community. Know the differences between 'fact' and 'opinion'	Recognise how different food groups work in our body. Explain how some infectious illnesses are spread from one person to another.	Identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space. Identify the different types of relationships people have and their

Year 4 PSHE - Medium Term Overview						
	Autumn 1- Me and My Relationships	Autumn 2- Valuing Difference	Spring 1- Keeping Safe	Spring 2- Rights and Respect	Summer 1- Being my Best	Summer 2- Growing and Changing
Unit and Outcome	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing difficult feelings Relationships including marriage
Topic Specific Vocabulary	British Values, Feelings, Respect, Relationships, Emotions, Assertiveness	Being yourself, Self-Esteem, Diversity, Identity, Media influence	Assertiveness, Bullying, Feelings, Peer pressure, Risk taking, Safeguarding, Peer influence, Confidence, Keeping safe, Getting help	British Values, Respect, Rules and laws, Pupil voice, Democracy, Decision making	Diversity, Healthy lifestyles, Respect, Rules and laws, Achievement	Friendship, Safeguarding, Secrets, Support networks, Trust, Relationships
Subject Specific Vocabulary	Self Esteem, Bullying, Caring, Conflict resolution, Emotional needs, Falling out, Feelings	Prejudice, Respect, Stereotypes, Relationships	Risk, Influence, Cigarette, Alcohol, Safety	Citizenship, Community, Economy, Budget, Finance, Responsibility	Self-Esteem, Diversity, Growth Mindset, Respect, Talents, Tolerance, Confidence	Emotions, Feelings, Decision Making, Consent, Marriage, Relationships
Prior Learning	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe and unsafe secrets

				Looking after the environment Managing money		
Later Learning	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religion Influence and the pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Body changes during puberty Managing difficult feelings Managing change Getting help
Year 4 National Curriculum Objectives	Respectful Relationships Caring Friendships Mental Wellbeing Healthy Eating Online Relationships	Caring Friendships Respectful Relationships Online Relationships Families and people who care for me Mental Wellbeing	Online Relationships Being Safe Internet Safety and Harms Healthy Eating Caring Friendships Drugs, Alcohol and tobacco Health and Prevention	Internet Safety and Harms Respectful Relationships Online Relationships Being Safe Physical Health and Fitness	Respectful Relationships Caring Friendships Online Relationships Health and Prevention Internet Safety and Harms Healthy Eating	Mental Wellbeing Families and people who care for me Caring Friendships Respectful Relationships Mental Wellbeing
Year 4 Knowledge Required	Know that feelings can vary by intensity, person and change over time.	Identify different origins, national, regional, ethnic and religious backgrounds	Define the words danger and risk and explain the difference between the two.	Speak about human rights and responsibilities and how they can impact their community.	Identify how they and their friends are unique. Understand that the body gets energy from food, water and oxygen	Identify the different emotional reactions to different types of change and discuss.







	Know and understand the qualities of a 'positive, healthy relationship'.	Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	Describe the different types of things that may influence a person to take a risk.	Recognise that they have a part in caring for and supporting their community.	and that exercise and sleep are important to our health.	Know the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.
Year 4 Skills	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.</p> <p>I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>I can give examples of these decisions and how they might relate to me.</p>	<p>I can give a few examples of different things that I do already that help to me keep healthy.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can tell you why people get married.</p>
Book/text links		-We Are All Equal! By Weber, Shannon	- Respecting Others By Martineau, Susan	-Money Matters By Gallery , Sean		-My Body Book By Manning, Mick

Year 5 PSHE - Medium Term Overview						
	Autumn 1- Me and My Relationships	Autumn 2- Valuing Difference	Spring 1- Keeping Safe	Spring 2- Rights and Respect	Summer 1- Being my Best	Summer 2- Growing and Changing
Unit and Outcome	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religion Influence and the pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Body changes during puberty Managing difficult feelings Managing change Getting help
Topic Specific Vocabulary	Achievement, Cooperation, Teamwork, Decision making, Negotiating	Being yourself, Bullying, Prejudice, Racism, Respect, Rights, Discrimination	Assertiveness, Conflict resolution, Media influence, Peer pressure, Risk taking, Social norms, Peer influence, Emotional health	Citizenship, Community, Environment, Responsibility, Rights, Finance	Growing up, Risk taking, Safeguarding, Safety, Responsibility, Independence	Feelings, Changing, Hygiene, Puberty, Periods, Menstruation, Emotions
Subject Specific Vocabulary	Feelings, Friendship, Respect, Communication, Relationships, Emotions	Bullying, Diversity, Identity, Rules and laws, Stereotypes, Relationships, <u>LGBT+Relationships</u> , Gender, Law	Risk taking, Smoking and vaping, Getting help, Decision making, Independence	Saving, Spending, Credit, Debit, Responsibility, Decision making	Being yourself, Body Image, Self-esteem, Media influence	Body parts, Puberty, Feelings, Change, Support, Trust
Prior Learning	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference)	Managing risk Understanding the norms of drug use	Making a difference (different ways of helping others or the environment)	Having choices and making decisions about my health	Managing difficult feelings Relationships including marriage

		Understanding and challenging stereotypes	(cigarette and alcohol use) Influences Online safety	Media influence Decisions about spending money	Taking care of my environment My skills and interests	
Later Learning	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with change Keeping safe Body Image Sex education Self-esteem
Year 5 National Curriculum Objectives	Caring Friendships Online Relationships Mental Wellbeing Respectful Relationships	Caring Friendships Respectful Relationships Families and People who care for me Online Relationships Internet safety and harms	Respectful Relationships Online Relationships Mental Wellbeing Internet safety and harms Caring Friendships Being Safe	Healthy Eating Online Relationships Mental Wellbeing Internet safety and harms	Internet Safety and Harms Basic First Aid Drugs, Alcohol and Tobacco	Mental Wellbeing Respectful Relationships Being Safe Families and People who care for me Changing Adolescent Body
Year 5 Knowledge Required	Know the characteristics and skills in assertiveness Apply collaborative skills to friendships and assertiveness.	Describe the benefits of living in a diverse society Have an understanding of discrimination and its	Reflect on risk and the different factors and outcomes that might influence a decision.	Identify, write and discuss issues currently in the media concerning health and wellbeing.	Describe the four main internal systems of the human body. Identify the skills and qualities that make us	Describe the intensity of different feelings and strategies to build resilience Understand the different types of

		injustice, and describe this using examples.	Reflect on the consequences of not keeping personal information private and the risks of social media.	Define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.	successful and achieve our best.	feelings and emotions associated with puberty.
Year 5 Skills	I can give a range of examples of our emotional needs and explain why they are important. I can explain why these qualities are important. I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	I can give examples of different faiths and cultures and positive things about having these differences. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me. I can give a few different examples of things that I can take ownership of to keep myself healthy. I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.	I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something. I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can explain what resilience is and how it can be developed. I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone). I am able to identify when I need help and can identify trusted adults in my life who can help me.
Book/text links		-We Are All Equal! By Weber, Shannon	Hetty Feather by Jacqueline Wilson	-Money Matters By Callery , Sean	-You Are A Champion : How To Be The Best You Can Be By Warriner, Katie	Hetty Feather by Jacqueline Wilson -Kay's Anatomy : A Complete (And Completely Disgusting)

Year 6 PSHE - Medium Term Overview						
	Autumn 1- Me and My Relationships	Autumn 2- Valuing Difference	Spring 1- Keeping Safe	Spring 2- Rights and Respect	Summer 1- Being my Best	Summer 2- Growing and Changing
Unit and Outcome	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with change Keeping safe Body Image Sex education Self-esteem
Topic Specific Vocabulary	Assertiveness, Conflict resolution, Falling out, Friendship, Respect, Relationships	British Values, Difference, Self-Esteem, Bullying, Diversity, Respect, Tolerance, Relationships, Confidence	Responsibility, Internet safety, Online safety, Alcohol Drugs, Medicines	British Values, Being yourself, Self-esteem, Emotional needs, Friendship, Media influence, Social norms, Internet safety, Peer influence, Consent	Achievement, Aspirations, Self-esteem, Growth mindset	Consent, Relationships education, Reproduction, Life cycles, Sex, Conception, IVF, Adoption, Surrogacy, Pregnancy, Birth
Subject Specific Vocabulary	Assertiveness, Conflict, Cooperation, Relationships, Peer Pressure, Peer Influence	Caring, Identity, Prejudice, Racism, Respect, Stereotypes, Tolerance, Discrimination	Online, Safety, Rules, Laws, Smoking, Vaping, Social norms	Media, Influence, Bias, Community, Environment, Saving, Democracy	Healthy lifestyles, Ambitions, Risk, Mental Health, Responsibility	Consent, Relationships education, Reproduction, Life cycles, Sex, Conception, IVF, Adoption, Surrogacy, Pregnancy, Birth
Prior Learning	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religion	Managing risk, including online safety	Rights and responsibilities	Growing independence and taking responsibility Keeping myself healthy	Body changes during puberty Managing difficult feelings

	Cooperation Recognising emotional needs	Influence and the pressure of social media	Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Media awareness and safety My community	Managing change Getting help
Later Learning	<p>KS3: The KS3 PSHE curriculum covers three main areas: Relationships and Sex Education (RSE), Health (Physical and mental health and wellbeing), and Citizenship</p> <p>Hounslow Secondary School Year 7 Curriculum:</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="width: 15%;">  <p>Term 1 PSHE Mental Health & Wellbeing Transition to secondary school, exploring mental health by looking at how to maintain healthy mental health both in and out of school. Links to SMSC & FBV Values</p> </div> <div style="width: 15%;">  <p>Term 2 Citizenship The constitution and political system What are our rights and responsibilities within the global, national and local community – including what local government are responsible for and how to contact them. Links to SMSC & FBV</p> </div> <div style="width: 15%;">  <p>Term 3 RSE (Relationships & Sex Education) Growing up and the changes that start to take place, consent, body image, bullying, cyber-bullying, coping when things go wrong and mental toughness. Consent is explored following on from KS1&2. Links to SMSC</p> </div> <div style="width: 15%;">  <p>Term 4 PSHE Living in the wider world Citizenship – Finance, the economy and money Exploring the world of work through the real game. Beginning to understand the difference between careers and jobs and that it is ever changing. An introduction to what influences their choices about spending and why budgeting is important. Links to SMSC</p> </div> <div style="width: 15%;">  <p>Term 5 PSHE Physical Health & Wellbeing Exploring drugs (recreational, illegal and medicinal). What are risks and how we make the right choice for us, discovering the impact of smoking, alcohol, energy drinks, illegal.</p> </div> <div style="width: 15%;">  <p>Term 6 Citizenship The electoral system and political parties Exploring British culture, British values, the role of government and the monarchy, prejudice, discrimination and tolerance and their meaning and place within our society. Links to SMSC and</p> </div> </div>					
Year 6 National Curriculum Objectives	Caring Friendships Families and People who Care for me Mental Wellbeing Respectful Relationships	Caring Friendships Respectful Relationships Being Safe Mental Wellbeing Online Relationships	Respectful Relationships Online Relationships Being Safe Internet Safety and Harms	Respectful Relationships Online Relationships Mental Wellbeing Internet Safety and Harms	Caring Friendships Respectful Relationships Being Safe Drugs, Tobacco and Alcohol Families and People who Care for me	Respectful Relationships Online Relationships Mental Wellbeing Internet Safety and Harms Changing Adolescent

	Being Safe <i>*See RSHE National Curriculum Codes Above</i>	Families and People who Care for me Internet Safety and Harms	Mental Wellbeing Healthy Eating Drugs, Tobacco and Alcohol		Online Relationships Health and prevention Basic first aid Physical health and fitness	Body Being Safe Families and People who Care for me Mental Wellbeing Health and prevention
Year 6 Knowledge Required	Recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. Practice and use strategies in compromise and negotiation within a collaborative task or activity.	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Know that all people are unique but that we have far more in common with each other than what is different about us	Know the risks and legality of communicating and sharing online. Understand the definition of an emotional need and how they can be met.	Analyse and reflect on bias in the media. Discuss methods of saving and considerations for spending money.	Consider how healthy wellbeing and mental health can contribute to a persons aspirations and success. Define aspirations and goals.	Understand the different types of feelings and emotions associated with puberty . Identify the different types of products someone might use during puberty
Year 6 Skills	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves I can explain that what 'environmentally sustainable' living means and give an	I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk.	I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way some people feel

			sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	example of how we can live in a more 'sustainable' way. I can explain the advantages and disadvantages of different ways of saving money.		about themselves can be affected (e.g. images of celebrities).
Book/text links		-We Are All Equal! By Weber, Shannon -All About Diversity By Brooks, Felicity		-Money Matters By Callery , Sean	-You Are A Champion : How To Be The Best You Can Be By Warriner, Katie	-Kay's Anatomy : A Complete (And Completely Disgusting) Guide To The Human Body By Kay, Adam