

## An Daras Multi Academy Trust

# Windmill Hill Academy

## Relationships Education and Relationships, Sex and Education Policy

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

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## **Relationships Education and Relationships, Sex and Education Policy**

This policy links to the following RRSA (Rights Respecting Schools Award) human rights:

- Article 16: (Right to privacy): Children have a right to privacy
- Article 34: (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse.
- Article 29: (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents.
- Article 17: (Access to information; mass media): Children have the right to get information that is important to their health and wellbeing.
- Article 19: You have the right to be protected from being hurt and mistreated, in body or mind

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### **1. Rationale**

#### **Secretary of State Foreword**

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

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.'

### **2. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **3. Aims**

The aims of Relationship Education and Relationships and Sex Education (RSE) at Windmill Academy:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Windmill Academy understands the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school, which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

### **4. Statutory requirements**

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 Relationships and Sex Education (RSE) 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) continue to be compulsory in independent schools.

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Windmill Hill Academy, we teach RSE as set out in this policy.



At Windmill Academy, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

### Sex education

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

## **5. Policy development**

This policy will be developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff and working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Governors are to be 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.
- Pupil consultation – we will investigate what exactly pupils want from their RSE.
- Once amendments are made, the policy will be shared again with governors and staff.

This guidance policy will be reviewed three years from first required teaching (September 2020) and every three years after that point.

## **6. Curriculum**

The content of the Academy programme for Relationships and Sex Education is based on the National Curriculum for Science (2014).

### National Curriculum Science Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans that humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity

## Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- To learn about the main stages of the human life cycle
- We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

Windmill Hill Academy is aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world. Windmill Academy is aware of the increasing time that children spend using technology within in children's home lives and through curriculum. Windmill have timetable lessons throughout the year to support them in distinguishing between different types of online content and making well-founded decisions through the use of our Rising stars (Online Safety) resource.

Windmill Hill Academy will teach the Relationship curriculum through weekly timetabled lessons based on the Capability Wisdom resource and in combination with Cornwall PSHE scheme of learning and PSHE Association. Teachers and children choose together which element of the Capability and Wisdom resource they would like to focus on as a class. This is then added to the whole school overview planning, each new learning concept.

## **7. KS1 and 2 programmes of study**

### Relationships Education:

#### **Families and people who care for 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

#### **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.
- 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.
- 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 cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- The importance of permission seeking and giving in relationships with friends, peers and adults.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

#### **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.
- Where to get advice e.g. family, school and/or other sources

#### **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 information and data is shared and used online.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Relationships and Sex Education (RSE):**

Windmill Hill Academy aims to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To support understanding of how their bodies work and prepare for puberty
- To be able to protect themselves and ask for help.

### **Physical health and mental wellbeing: Primary**

- The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils 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.
- Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Emphasis should be given to 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.
- Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

### **8. Delivery of RSE (Relationships and Sex Education)**

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum based on Cornwall Healthy Schools PSHE scheme of learning. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), RRSA (Rights Respecting School Award), capabilities curriculum, Wisdom resource and Rising Stars (ICT and PE).
- Pupils also receive stand-alone sex education sessions delivered by the class teacher, which follow the Cornwall Healthy School PSHE Scheme.
- It is also the responsibility of the whole staff to deliver the National Curriculum Science requirements according to the Scheme of Work. Where specific sex education occurs, which is outside or beyond the National Curriculum for Science, Class Teachers, Assistant Head teacher, head teacher and HLTAs have been identified as appropriately trained and competent to deliver this part of the basic curriculum.

#### **Methods of Teaching and Resourcing:**

- In the delivery of SRE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of SRE:
  - Discussion
  - Drama and role play
  - Research and presentation.
- Teachers will also use other teaching methods to enable pupils to learn about RSE, which are age appropriate, taking into account the developmental needs of individual pupils.
- Parents are welcome to discuss with teachers their approach to SRE, the methods of teaching and learning resources to be used. Parents are welcome to view these materials and may borrow them to support the sex education of their children in the home context. Resources used by the Academy are produced for schools by educational publishers and are intended for pupils in the light of best current research into SRE.

### **9. Dealing with Sensitive Issues:**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE.

The following are protocols for discussion based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way;



- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.
- Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the safeguarding policy in this matter to the letter.

### **10. Safeguarding, reports of abuse and confidentiality**

All staff is aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyber bullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm.
- Sexting
- Initiation/hazing type violence and rituals.

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff



must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## **11. Roles and responsibilities**

### **The governing board**

- The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.
- The governing board will hold the head teacher to account for the implementation of this policy.

### **The Head of School/Executive Headteacher**

- The Head of School/Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 of School/Executive Headteacher.



### Pupils

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

## **12. Parents' right to withdraw**

Parents do not have the right to withdraw their child/children from relationship education.

Sex education is the right and responsibility of the parent. The Academy Trust provides relationships and sex education to support parents in fulfilling their responsibility. If parents are not happy with what the Academy provides in its basic curriculum, with regard to sex education, they have a right to withdraw their child/children from those aspects of sex education not covered by the National Curriculum for Science.

As stated above, parents have the right to withdraw their pupils from SRE that falls outside the National Curriculum Science 2014. They do so in writing to the Head of School. When the Head of School receives such a letter he/she will invite the parents to a meeting, at which the Head of School will explain clearly what the Academy policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible, the pupil will be withdrawn from SRE and placed in another class where suitable work and supervision will be provided. A copy of withdrawal requests will be placed in the pupil's educational record.

Windmill Hill Academy teachers will work closely with parents when planning and delivering Sex education to ensure that parents know what is being taught and when. Opportunities will be given to parents to raise any concerns and ask questions about content prior to teaching.

## **13. Training**

Staff are to be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar and within timetabled staff meetings.

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

## **14. Assessment**

The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress.

**By the end of primary school:**

<p><b>Mental wellbeing</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>▪ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>▪ 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.</li> <li>▪ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>▪ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>▪ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>▪ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>▪ That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</li> <li>▪ 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).</li> <li>▪ 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, especially if accessed early enough.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>▪ That for most people the Internet is an integral part of life and has many benefits.</li> <li>▪ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>▪ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>▪ Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>▪ That the Internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>

	<ul style="list-style-type: none"> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> </ul> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>The principles of planning and preparing a range of healthy meals.</li> </ul> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know:</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
<b>Health and prevention</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>



	<ul style="list-style-type: none"><li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li></ul> <p>The facts and science relating to allergies, immunisation and vaccination.</p>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>How to make a clear and efficient call to emergency services if necessary.</li><li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>

### **15. Monitoring and Evaluating SRE:**

Class Teachers and Senior Leaders:

- Ensure that RSE occurs in the curriculum according to the Schemes of Work for Science and PSHE;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Evaluate the effectiveness of the programme
- Time will be given time to monitor and evaluate the SRE programme as it occurs in the Schemes of Work for each Key Stage.

#### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Lead and Head of School through:

- Planning scrutinies, learning walks, subject lead planning scrutiny feedback
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- The PSHE Lead, Head of School and governors will review this policy.
- At every review, the policy will be approved by the governing board.

### **Appendix 1:**

- Curriculum map/ Relationships and sex education curriculum map/ Cornwall Healthy School PSHE Scheme:

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer Term</b>
Year 1	Welcome to school  Emergencies and getting help	People who care for us  Rights, responsibilities and respect	Healthy Friendships Our bodies and boundaries	Our health Healthy food choices	We all have feelings Good and not so good feelings Managing our time safely whilst online
Year 2	Respecting uniqueness Our communities	Everyday safety Basic first aid	Learning about work Hand hygiene	Sharing photos online Online interactions and information sharing	Online friends Big feelings Keeping our teeth healthy
Year 3	World of work Spending and saving money	Road safety Individual and collective strengths	Physical activity Drugs	The Internet and everyday life Everyday feelings	Expressing feelings Strategies to support positive mental wellbeing Sun safety
Year 4	What makes a good friend? Respecting others	Resolving conflict and managing negative pressure Everyday safety and basic first aid	Money choices Volunteering and citizenship	Safely enjoying the online world Keeping personal information safe and private online	Understanding that not everyone is who they say they are online Managing feelings The environment
Year 5	Diverse communities Respectful relationships	Illness Nutrition and ing	Puberty - bodies and reproduction Puberty - changes	Online content Online contact	Mental health and keeping well Managing challenges and change Exploring risk in everyday situations
Year 6	Different types of families Healthy and harmful relationships	Keeping your body safe Consent	Spending decisions Exploring risk in relation to gambling	Online friendships and keeping safe Skills for using the Internet safely	Social media Feelings and common anxieties when changing schools Changes from primary to secondary school