

Pleasant Street Primary School



Relationships and Health Policy (including sex education)

September 2021

Review Date September 2022

Pleasant Street Primary School

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‘Pleasant Street Primary School pledges itself to be a place where uniqueness is celebrated and all individuals will find safety and respect for themselves, their families and their way of life.’ (Mission Statement)

At Pleasant Street Primary we actively strive to enable our children to become confident, caring and independent members of society, who take pride in their unique identity, as well as their family, culture, beliefs and heritage. A quality Relationships and RSE curriculum is just one way in which we fulfil this mission. This Policy has been written, taking into account the National Curriculum 2014, Keeping Children Safe in Education 2021 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance DfE 2019.

This Policy covers the teaching of Relationships, Health and Sex Education. You may also hear it referred to as Relationships and Health Education but as we wish to be clear about all aspects of this curriculum we have decided to call it Relationships and Health (including sex) Education.

This policy forms part of our wider approach which includes:

- Discrete Curriculum time, topics taught each half term. (Appendix 1)
- Half termly diversity days based around a number of topics including Black History month, refugee week, anti-bullying and difference. (Appendix 2/Appendix 3)
- P4C lessons – which incorporate different themes relating to the PSHE curriculum. (Appendix 2)
- Assemblies, class assemblies and class discussions including collective worship.
- Circle time - when issues arise, ensuring time is made within the curriculum to meet the needs of the children.
- Mental Health and Wellbeing of children, staff and parents.
- British Values.
- Extra-curricular activities e.g. after school clubs, class visits and visiting speakers including; NSPCC, Community Police, People of Faith as well as charitable events and fundraising activities.

Our taught Relationships education curriculum is one of many ways children at Pleasant Street learn about themselves, others and the wider school community. Relationships education forms part of our PSHE curriculum and is taught through EYFS, KS1 and KS2.

During EYFS pupils will begin building the foundations of understanding who they are and how relationships work. They will have opportunities to explain how they feel and how to get on with others. They will also begin to explore the importance of staying healthy and keeping clean.

The core themes are currently delivered using the 1Decision Programme of study in Key Stages One and Two, in addition to other school resources. An overview of the curriculum can be found in Appendix 1. This programme also provides the opportunity for children to develop and exercise their own decision-making skills, in the context of personal, social and moral dilemmas. Parents and carers can find out more and access some of the resources for home use by following the link below. <https://www.1decision.co.uk/resources/parent-carer-zone>

The 1 Decision scheme covers all the statutory requirements of:

- **Relationships Education** - teaches children the skills they will need throughout life in order to build happy, healthy and safe relationships. It aims to help them develop acceptance of other people, and to understand the importance of respect and kindness.
- **Health Education** - covers the way our physical and mental wellbeing are interconnected.
- **Sex Education** – Naming parts of the body, puberty and human reproduction are delivered through the science curriculum, which builds understanding from Year One onwards. Not every year group will study topics related to conception and reproduction.

Details of Curriculum Content

In KS1 pupils will have the opportunity to gain the knowledge and skills necessary to build and maintain healthy relationships. They will consider their feelings, the effect of their behaviour on other people and will be able to respect differences between people. They will learn about online safety and how to stay safe at home and outside. They will learn the basic rules and skills to help them to keep healthy and be aware of the importance of good personal hygiene. They will also look at being a member of our community, thinking about how to help others and how to be a responsible citizen.

In KS2 pupils have the opportunity to express their views and learn to respect the views of others. They will discuss topics such as inclusion and acceptance, breaking down barriers and British Values. Pupils practise skills in making judgements and decisions and in being able to resist peer pressure around issues affecting their health and wellbeing. Pupils learn how people can maintain good relationships, for example by listening, supporting and caring. They will consider their feelings, the effect of their behaviour on other people and will be able to respect differences between people. They will learn the basic rules and skills to help them to keep healthy and be aware of the importance of good personal hygiene. They will learn about potential hazards and how to stay safe. Topics will cover online safety, online bullying, online friendships and image sharing. They discuss changes, both physical and emotional, that occur at puberty and how to deal with these in a positive way. They will also look at being a member of our community, thinking about how to help others and how to be a responsible citizen.

A range of Teaching and Learning approaches are used to deliver the curriculum, with an emphasis on active learning and group discussion. In addition, we encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events, such as assemblies and fund-raising activities, or involvement with supporting other individuals or groups within the wider community.

Curriculum coverage of Relationships Education in other subjects has been mapped in a document to show opportunities in other subjects such as Science and Whole Class Reading. (Appendix 4)

Classes are organised in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, who we invite into school to talk about their role in creating a positive and supportive local community.

We acknowledge that sensitive and potentially difficult issues will arise when teaching Relationships Education as pupils will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the school aims and curriculum content. As a first principle, we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group in a sensitive and age appropriate way only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance.

Information on who delivers Relationship Education

Relationship Education, PSHE and citizenship is taught to all children. The member of staff responsible for the class will deliver lessons. Some learning may also take place as part of school assemblies where this is linked with the school's values of Courage, Friendship, Equality, Respect and Thoughtfulness. We may sometimes invite external agencies to deliver specific lessons or activities e.g. NSPCC. Our teachers provide learning opportunities matched to the individual needs of children, this includes children with additional needs, as well as more able children and those who may be in the early stages of learning English as an additional language.

PSHE and citizenship is also delivered through various activities and whole-school events, e.g. the School Council representatives from Years 2-6 meet regularly to discuss school matters. We also offer residential visits in Key Stage 1 and 2, where there is a particular focus on developing pupils' self-esteem, as well as giving them opportunities to develop the skills of collaboration and leadership.

Teachers assess the children's work in PSHE by observing their level of participation in class discussion, or group presentations; as well as through analysis of work they have produced and personal reflections on their own learning. Analysis of children's work is gauged against the specific learning objectives set out in the PSHE curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

The majority of resources are available to staff online at <https://schools.1decision.co.uk/>. This includes a series of videos for each topic to generate group discussion. *See Subject leader for login and password.

Inclusion

Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age appropriate sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support.

Right of Withdrawal of Pupils from Sex and Relationship Education

Some parents prefer to take responsibility for aspects of this element of education. Parents have the right to request that their child be withdrawn from part of sex education delivered as part of statutory RSE. This is taught in the summer term of Year Six. Before granting any such request we would invite parents in to discuss the request. Parents are encouraged to discuss their decisions with the Head Teacher at the earliest opportunity. Parents are welcome to review any resources the school uses.

Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

Monitoring and review

The quality of teaching and learning in PSHE is monitored and evaluated by the headteacher, subject leader and teaching staff, as part of the school's agreed cycle of lesson observation and scrutiny of pupil's work.

Policy Date: September 2021

This policy will be reviewed in September 2022



Pleasant Street Primary School

PSHE Long Term Plan



Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Map Autumn Term						
Autumn 1	Keeping Healthy Washing Hands	Keeping Healthy Brushing Teeth	Keeping Healthy Medicine	Healthy Living	Smoking	Alcohol
Autumn 2	Staying Safe Being Responsible	Fire Safety Helping People in Need	Household Risks Stealing	Cycle Safety Following Rules	Peer Pressure Looking Out for Others	Water Safety Stealing
Curriculum Map Spring Term						
Spring 1	Growing in Our World	Living and Working in Our World	Looking After Our World	Chores at Home	In-App Purchases	Enterprise
	Hazard Watch	Hazard Watch	Hazard Watch	Breaking Down Barriers	Inclusion and Acceptance	British Values
Spring 2	Feelings and Emotions – Jealousy	Feelings and Emotions – Worry and Anger	Feelings and Emotions – Grief	Feelings and Emotions – Jealousy	Feelings and Emotions – Anger	Feelings and Emotions – Worry
Curriculum Map Summer Term						
Summer 1	Online Bullying	Image Sharing and Computer Safety Healthy Eating (DT)	Making Friends Online	Online Bullying	Image Sharing	Making Friends Online
Summer 2	Relationships Friendships	Relationships Bullying and Body Language	Relationships Physical Bullying	Growing and Changing Relationships	Growing and Changing Puberty	Growing and Changing Conception



Appendix 2: Diversity Day/P4C Long Term Plan



Pleasant Street Primary School

Diversity Morning/P4C Long Term Plan



Every half term the children will read a text with a diverse theme. The text and discussion that arises from the text will be used as a stimulus for a P4C enquiry. The children will share their work in an afternoon show and tell assembly.

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Map Autumn Term								
Autumn 1	Marvellous Me Whoever You Are	Colours of Us Unique and Wonderful	Elmer Ready, Steady, Mo	Blown Away Rosa Parks	Two Monsters Martins Words	The Way Back Home The Slave Trade	The Thing Hidden Figures	What do you do with a Problem? Moses
Autumn 2								
Curriculum Map Spring Term								
Spring 1	Red Rockets and Rainbow Jelly 10 Little Pirates	All Are Welcome My World, Your World	The Great Big Book of Families Beegu	The First Slodge Can I Join Your Club	We Are All Wonders Dogs Don't Do Ballet	Introducing Teddy The Truth Pixie	Night Shift The Black Dog	My Princess Boy The Whisperer
Spring 2								
Curriculum Map Summer Term								
Summer 1	The Family Book Blue Chameleon	It's ok to be different. Lost and Found	The Colour of Home That's not how you do it	The Silence Seeker Something Else	Azzi in Between How to Heal a Broken Wing	The Day the War Came The Invisible Boy	King of the Sky And Tango Makes Three	The Wisp The Island
Summer 2								



Celebrating uniqueness, aiming high, learning together

Diversity in the Curriculum

Pleasant Street Primary School pledges itself to be a place where uniqueness is celebrated and all individuals will find safety and respect for their families and their way of life. We are a family of many different cultures and beliefs which makes our school as unique, as the individuals that make it so special. Our differences are our strength and allows us all to grow together with an interest and love of our shared and different traditions.

At Pleasant Street our community is central to our learning. Our diverse cultures come together to develop our understanding of our city, country and the world. Happiness and harmony are focal to our shared learning. We recognise the strengths of others and draw on this to support and inspire our own learning. Equally, we are always eager to motivate and guide others.

As part of our curriculum, we hold a 'Diversity Day' every half-term, which gives us opportunity to reflect on our uniqueness whilst celebrating our differences.

The day involves each class working with a different text around a theme based on diversity.

Age appropriate texts and the accompanying activities look at how children think and act towards others and themselves and gives them the opportunity to discuss the impact of actions and choices.

The day also includes opportunities for children to debate their opinions through a question of their own design, within a Philosophy for Children session. The day will end with a 'Show and Tell' assembly with pupils sharing their understanding and experiences of the activities undertaken.

Our curriculum and assemblies reinforce the skills and characteristics that we instil into our children and adults to ensure they do not allow obstacles to prevent their ambitions to achieve optimum success in their chosen path.

Appendix 4: **Relationships Education, Relationships and Sex Education (RSE) and Health Education coverage across the curriculum.**

The lead teacher will need to work closely with colleagues in related curriculum areas to ensure Relationships Education, Relationships and Sex Education and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary. Further information on links to national curriculum subjects can be found on page 39 (SRE Document, DfE). This document seeks to plot coverage across the curriculum.

EYFS Coverage	Nursery	Reception
<p>Families and people who care for me.</p> <ul style="list-style-type: none"> 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 	<p>Diversity Text – Marvellous Me: Inside and Out. Diversity Text – The Family Book.</p>	<p>Diversity Text – Colours of Us. Diversity Text – All Are Welcome.</p>
<p>Caring Friendships</p> <ul style="list-style-type: none"> 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 	<p>Diversity Text – Marvellous Me: Inside and Out.. Diversity Text – Red Rockets and Rainbow Jelly. Diversity Text – Blue Chameleon.</p>	<p>Diversity Text – All Are Welcome. Diversity Text – My World, Your World. Diversity Text – Its Ok to be Different. Diversity Text – Lost and Found.</p>
<p>Respectful Relationships</p> <ul style="list-style-type: none"> 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 	<p>Black History Month; Whoever You Are. Diversity Text – Marvellous Me: Inside and Out.. Diversity Text – Red Rockets and Rainbow Jelly.</p>	<p>Black History Month – The Colour of Me. Unique and Wonderful Text. Diversity Text – Colours of Us. Diversity Text – Unique and Wonderful. Diversity Text – All Are Welcome. Diversity Text – My World, Your World. Diversity Text – Its Ok to Be Different.</p>

		Nursery	Reception
Online Relationships	<ul style="list-style-type: none"> 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 	E-Safety information on the website for parents.	E-Safety information on the website for parents.
Internet Safety and harms	<ul style="list-style-type: none"> The for most people the internet is an integral part of life and has many benefits. 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. 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. Why social media, some computer games and online gaming are age restricted. That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted. Where and how to report concerns and get support with issues online. 	Displays in the computing room. Computing: E-Safety Unit	Displays in the computing room. Computing: E-Safety Unit
Being Safe	<ul style="list-style-type: none"> 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, for example family, school or other sources 		Diversity Text – Lost and Found

		Nursery	Reception
Mental Health and Well Being	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors community participation, voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests, • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 online issues) • That 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. 	<p>Worry Monster in classroom. Feelings rainbow in classroom. Mental Health and Well-Being Club Anti-bullying week activities The Colour Monster text in each classroom.</p>	<p>Worry Monster in classroom. Feelings rainbow in classroom. Mental Health and Well-Being Club Anti-bullying week activities The Colour Monster text in each classroom. Diversity Text – Lost and Found.</p>
Physical health and fitness	<ul style="list-style-type: none"> • The characteristic and mental and physical benefits of an active lifestyle, • 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 mile or other forms of vigorous exercise. • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>PE Lessons Displays on corridors and in hall.</p>	<p>PE Lessons Displays on corridors and in hall.</p>
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals. • 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>Displays in hall and in Nursery snack room. Snack choices for children throughout the day.</p>	<p>Displays in hall and in Nursery snack room. Snack choices for children throughout the day.</p>
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. 		

		Nursery	Reception
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risk, including smoking, alcohol use and drug-taking 		
Basic First Aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 		
Changing Adolescent Body	<ul style="list-style-type: none"> 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. 		
Sex Education	<ul style="list-style-type: none"> 		

KS1 Coverage		Class One	Class Two
Families and people who care for me.	<ul style="list-style-type: none"> 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 	<p>Diversity Text – The Great Big Book of Families.</p> <p>Autumn 1 WCR text – The Velveteen Rabbit. PSHE – Keeping Safe Modules PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module</p>	<p>English Unit – Grandad's Island. Diversity Text – The Silence Seeker.</p> <p>Autumn 2 WCR text – Anna Hibiscus. PSHE – Keeping Safe Modules PSHE – Feelings and Emotions Module PSHE – Online Safety Module</p>
Caring Friendships	<ul style="list-style-type: none"> 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 	<p>Diversity Text – Elmer. Diversity Text – Beegu. Diversity Text – The Colour of Home. Diversity Text – That's not how you do it. PSHE – Keeping Safe Modules PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module</p>	<p>Diversity Text – Blown Away. Diversity Text – The First Slodge. Diversity Text – Can I Join Your Club? Diversity Text – The Silence Seeker. Diversity Text – Something Else. Summer 1 WCR text – Letters to Pluto. Summer 2 WCR text – Rabbit and Bear. PSHE – Keeping Safe Modules PSHE – Relationships Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module</p>
Respectful Relationships	<ul style="list-style-type: none"> 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 	<p>RE lessons. Teaching of the 5 R's. Autumn 2 WCR text – The Twits. Diversity Text – Elmer. Diversity Text – The Great Big Book of Families. Diversity Text – Beegu. Diversity Text – The Colour of Home. PSHE – Feelings and Emotions Module PSHE – Being Responsible Module PSHE – Online Safety Module</p>	<p>Autumn 1 WCR text – Fantastic Mr Fox. Autumn 2 WCR text – Anna Hibiscus. Summer 2 WCR text – Rabbit and Bear. Diversity Text – Blown Away. Diversity Text – Rosa Parks. Diversity Text – The First Slodge. Diversity Text – Can I Join Your Club? Diversity Text – The Silence Seeker. Diversity Text – Something Else. PSHE – Feelings and Emotions Module PSHE – Being Responsible Module PSHE – Online Safety Module</p>

		Class One	Class Two
Online Relationships	<ul style="list-style-type: none"> 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 	Computing: E-Safety Unit E-safety week. PSHE – Online Safety Module E-Safety information on the website for parents.	Computing: E-Safety Unit E-safety week. PSHE – Online Safety Module E-Safety information on the website for parents.
Internet Safety and harms	<ul style="list-style-type: none"> The for most people the internet is an integral part of life and has many benefits. 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. 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. Why social media, some computer games and online gaming are age restricted. That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted. Where and how to report concerns and get support with issues online. 	Displays in the computing room. Computing: E-Safety Unit E-safety week. PSHE – Online Safety Module	Displays in the computing room. Computing: E-Safety Unit E-safety week. PSHE – Online Safety Module
Being Safe	<ul style="list-style-type: none"> 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, for example family, school or other sources 	NSPCC Pants unit of work and resources. Diversity Text –Beegu PSHE – Keeping Safe Modules PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module	Diversity Text – Rosa Parks. PSHE – Keeping Safe Modules PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module PSHE – Fire Safety Module

		Class One	Class Two
Mental Health and Well Being	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors community participation, voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests, • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 online issues) • That 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. 	<p>Worry Monster in classroom. Feelings rainbow in classroom. Mental Health and Well-Being Club Anti-bullying week activities The Colour Monster text in each classroom. Diversity Text – Elmer. Diversity Text – Read, Steady Mo. Diversity Text – Beegu. Diversity Text – The Colour of Home. Diversity Text – That's not how you do it. PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module</p>	<p>Worry Monster in classroom. Feelings rainbow in classroom. Mental Health and Well-Being Club Anti-bullying week activities The Colour Monster text in each classroom. Diversity Text – Rosa Parks. PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module</p>
Physical health and fitness	<ul style="list-style-type: none"> • The characteristic and mental and physical benefits of an active lifestyle, • 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 mile or other forms of vigorous exercise. • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>PE Lessons Displays on corridors and in hall. Diversity Text – Ready, Steady, Mo. PSHE – Keeping Safe and Healthy Module</p>	<p>Science Topic: Animals including humans. PE Lessons Displays on corridors and in hall. PSHE – Keeping Safe and Healthy Module</p>
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals. • 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>DT Topic: Preparing fruit and vegetables. Display in the school hall. PSHE – Keeping Safe and Healthy Module</p>	<p>Science Topic: Animals including humans. Display in the school hall. PSHE – Keeping Safe and Healthy Module</p>
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. 	<p>PSHE – Keeping Safe and Healthy Module</p>	<p>PSHE – Keeping Safe and Healthy Module</p>

		Class One	Class Two
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risk, including smoking, alcohol use and drug-taking 		
Basic First Aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Basic first aid raining with the UK Military School. PSHE – Keeping Safe and Healthy Module PSHE – Being Responsible Module	History Topic – The Great Fire of London. Basic first aid raining with the UK Military School. PSHE – Keeping Safe and Healthy Module PSHE – Being Responsible Module PSHE – Fire Safety Module
Changing Adolescent Body	<ul style="list-style-type: none"> 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. 		
Sex Education	<ul style="list-style-type: none"> 		

KS2 Coverage	Class Three	Class Four
Families and people who care for me.	Autumn 1 WCR text – Spud Murphy Diversity Text – Azzi In Between. PSHE – Keeping Safe Modules PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module	Autumn 2 WCR text – The Spiderwick Chronicles. Summer 2 WCR text – Just Jack. Diversity Text – The Day the War Came. PSHE – Keeping Safe Modules PSHE – Relationships Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – The Working Word Module PSHE – A World Without Judgement Module
Caring Friendships	Autumn 2 WCR text – Ottoline and the Yellow Cat Summer 1 WCR text – Christophe’s Story. Summer 2 WCR text – The Battle of the Cyborg Cat. Diversity Text – Two Monsters Book. Diversity Text – We Are All Wonders. Diversity Text – How to Heal a Broken Wing. PSHE – Keeping Safe Modules PSHE – Keeping/Staying Healthy Module PSHE – Being Responsible Module PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module	Summer 1 WCR texts – The trouble with Ivan Summer 2 WCR text – Just Jack. Diversity Text – The Way Back Home. Diversity Text – The Truth Pixie. Diversity Text – The Invisible Boy. PSHE – Keeping Safe Modules PSHE – Keeping/Staying Healthy Module PSHE – Being Responsible Module PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module PSHE – A World Without Judgement Module
Respectful Relationships	RE lessons. Teaching of the 5 R’s. Summer 1 WCR text – Christophe’s Story. Summer 2 WCR text – The Battle of the Cyborg Cat. Diversity Text – Two Monsters Book. Diversity Text – Martin’s Words. Diversity Text – We Are All Wonders. Diversity Text – Dogs Don’t Do Ballet. Diversity Text – Azzi In Between. Diversity Text – How to Heal a Broken Wing. PSHE – Keeping Safe Module PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module	Autumn 1 WCR text – A girl called dog. Spring 1 WCR – The boy who swam with piranhas. Summer 1 WCR texts – The trouble with Ivan Summer 2 WCR text – Just Jack. English Unit – Leaf Diversity Text – The Slave Trade. Diversity Text – Introducing Teddy. Diversity Text – The Day the War Came. PSHE – Keeping Safe Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Online Safety Module PSHE – A World Without Judgement Module

		Class Three	Class Four
Online Relationships	<ul style="list-style-type: none"> 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 	PSHE – Online Safety Module E-safety week E-Safety information on the website for parents.	PSHE – Online Safety Module E-safety week E-Safety information on the website for parents.
Internet Safety and harms	<ul style="list-style-type: none"> The for most people the internet is an integral part of life and has many benefits. 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. 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. Why social media, some computer games and online gaming are age restricted. That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted. Where and how to report concerns and get support with issues online. 	Displays in the computing room. Computing: E-Safety Unit Spring 2 WCR text – Volcano challenge. PSHE – Online Safety Module	Displays in the computing room. Computing: E-Safety Unit PSHE – Online Safety Module PSHE – The Working World Module
Being Safe	<ul style="list-style-type: none"> 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, for example family, school or other sources 	NSPCC visit to school. Assemblies and workshops. Diversity Text – Azzi In Between. PSHE – Keeping/Staying Safe Module PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module	Autumn 1 WCR text – A girl called dog. Diversity Text – Slave Trade. Diversity Text – The Day the War Came. PSHE – Keeping/Staying Safe Module PSHE – Keeping/Staying Healthy Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module

		Class Three	Class Four
Mental Health and Well Being	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors community participation, voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests, • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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 online issues) • That 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. 	<p>Worry Monster in classroom. Feelings rainbow in classroom. Mental Health and Well-Being Club Anti-bullying week activities The Colour Monster text in each classroom. Diversity Text – Two Monsters Book. Diversity Text – Martin's Words. Diversity Text – Azzi In Between. Diversity Text – How to Heal a Broken Wing. Summer 1 WCR text – Christophe's Story. Summer 2 WCR text – The Battle of the Cyborg Cat. PSHE – Keeping/Staying Healthy Module PSHE – Relationships Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module</p>	<p>Worry Monster in classroom. Feelings rainbow in classroom. Mental Health and Well-Being Club Anti-bullying week activities The Colour Monster text in each classroom. Diversity Text – The Way Back Home. Diversity Text – Introducing Teddy. Diversity Text – The Truth pixie. Diversity Text – The Day the War Came. Diversity Text – The Invisible Boy. PSHE – Keeping/Staying Healthy Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module PSHE – A World Without Judgement Module</p>
Physical health and fitness	<ul style="list-style-type: none"> • The characteristic and mental and physical benefits of an active lifestyle, • 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 mile or other forms of vigorous exercise. • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Science Topic: Animals including humans. PE Lessons Displays on corridors and in hall. PSHE – Keeping/Staying Healthy Module PSHE – Being Responsible Module</p>	<p>PE Lessons Displays on corridors and in hall. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module</p>
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals. • 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>Science Topic: Animals including humans. DT Topic: Healthy and varied diet. Display in the school hall. PSHE – Keeping/Staying Healthy Module</p>	<p>Science Topic: Animals including humans. Display in the school hall. PSHE – Keeping/Staying Healthy Module</p>
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. 	<p>PSHE – Keeping/Staying Healthy Module PSHE – Keeping/Staying Safe Module</p>	<p>Science Topic: Animals including humans. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module</p>

		Class Three	Class Four
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risk, including smoking, alcohol use and drug-taking 	PSHE – Keeping/Staying Healthy Module PSHE – Hazard Watch Module	PSHE – Keeping/Staying Healthy Module
Basic First Aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Basic first aid training with the UK Military School. PSHE – Keeping/Staying Safe Module PSHE – Being responsible Module	Basic first aid training with the UK Military School. PSHE – Keeping/Staying Safe Module
Changing Adolescent Body	<ul style="list-style-type: none"> 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. 		PSHE – Growing and Changing Module
Sex Education			

KS2 Coverage	Class Five	Class Six
<p>Families and people who care for me.</p>	<ul style="list-style-type: none"> ● 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 	<p>Autumn 2 WCR text – The Trouble with Martians. Summer 1 WCR text – Oranges in No Man's Land. Summer 2 WCR text – Spirit of the Jungle. Diversity Text – And Tango Makes Three. PSHE – Keeping/Staying Safe Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – The Working World Module PSHE – A World Without Judgement Module</p> <p>RE lessons.</p>
<p>Caring Friendships</p>	<ul style="list-style-type: none"> ● 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 	<p>Autumn 1 WCR text – The Nowhere Emporium Autumn 2 WCR text – The Closest Thing to Flying. Spring 1 WCR text – Ella on the Outside. Summer 2 WCR text – Boy Underwater. English Unit – A Story like the Wind. English Unit – Dreams of Freedom. Diversity Text – My Princess Boy. PSHE – Keeping/Staying Safe Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – The Working World Module PSHE – A World Without Judgement Module</p> <p>RE Lessons</p>

<p>Respectful Relationships</p>	<ul style="list-style-type: none"> • 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 	<p>Autumn 2 WCR text – The Trouble with Martians. RE lessons. Summer 1 WCR text – Oranges in No Man's Land. English Unit – Henry's Freedom Box English Unit – The Promise. Diversity Text – The Thing. Diversity Text – Hidden Figures. Diversity Text –King of the Sky. Diversity Text – And Tango Makes Three. PSHE – Keeping/Staying Safe Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module PSHE – A World Without Judgement Module</p>	<p>Autumn 1 WCR text – The Nowhere Emporium Autumn 2 WCR text – The Closest Thing to Flying. Spring 1 WCR text – Ella on the Outside. Summer 2 WCR text – Boy Underwater. English Unit – A Story like the Wind. English Unit – Rose Blanche English Unit – Dreams of Freedom. Diversity Text – Moses. Diversity Text – My Princess Boy. Diversity Text – The Whisperer. Diversity Text – Wisp. Diversity Text – The Island. PSHE – Keeping/Staying Safe Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module PSHE – A World Without Judgement Module</p>
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		Class Five	Class Six
Online Relationships	<ul style="list-style-type: none"> 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 	Computing – E Safety Unit E-safety week; PSHE – Online Safety Module E-Safety information on the website for parents.	Computing – E Safety E-safety week; PSHE – Online Safety Module E-Safety information on the website for parents.
Internet Safety and harms	<ul style="list-style-type: none"> The for most people the internet is an integral part of life and has many benefits. 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. 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. Why social media, some computer games and online gaming are age restricted. That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted. Where and how to report concerns and get support with issues online. 	Displays in the computing room. Computing – E Safety Unit E-safety week; PSHE – Online Safety Module PSHE – The Working World Module	Displays in the computing room. Computing – E Safety Unit E-safety week; PSHE – Online Safety Module PSHE – The Working World Module
Being Safe	<ul style="list-style-type: none"> 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, for example family, school or other sources 	NSPCC visit to school. Assemblies and workshops. Summer 1 WCR text – Oranges in No Man's Land. Diversity Text – Hidden Figures. Diversity Text – Night Shift. Diversity Text – Black Dog. PSHE – Keeping/Staying Safe Module PSHE – Keeping/Staying Healthy Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module	Autumn 1 WCR text – The Nowhere Emporium Autumn 2 WCR text – The Closest Thing to Flying. Spring 1 WCR text – Ella on the Outside. Summer 2 WCR text – Boy Underwater. English Unit – Dreams of Freedom. Diversity Text – What do you do with a problem? Diversity Text – Moses. Diversity Text – My Princess Boy. Diversity Text – The Island. PSHE – Keeping/Staying Safe Module PSHE – Keeping/Staying Healthy Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module

		Class Five	Class Six
Mental Health and Well Being	<ul style="list-style-type: none"> That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors community participation, voluntary and service-based activity on mental well-being and happiness. Simple self-care techniques including the importance of rest, time spent with friends and family and the benefits of hobbies and interests, Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 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 online issues) That 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. 	<p>Worry Monster in classroom. Feelings rainbow in classroom. Mental Health and Well-Being Club Anti-bullying week activities The Colour Monster text in each classroom. Diversity Text – Night Shift. Diversity Text – Black Dog. Diversity Text – King of the Sky. PSHE – Keeping/Staying Healthy Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module</p>	<p>Worry Monster in classroom. Mental Health and Well-Being Club Anti-bullying week activities The Colour Monster text in each classroom. Summer 2 WCR text – Boy Underwater. Autumn 1 WCR text – The Nowhere Emporium. Spring 1 WCR text – Ella on the Outside. Diversity Text – What do you do with a problem? Diversity Text – Wisp. Diversity Text – The Island. PSHE – Keeping/Staying Healthy Module PSHE – Growing and Changing Module PSHE – Being Responsible Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module PSHE – Being Responsible Module PSHE – A World Without Judgement Module</p>
Physical health and fitness	<ul style="list-style-type: none"> The characteristic and mental and physical benefits of an active lifestyle, 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 mile or other forms of vigorous exercise. The risks associated with an inactive lifestyle (including obesity) How and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>Science Topic: Animals including humans. Summer 2 WCR text – Spirit of the Jungle. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module PE Lessons</p>	<p>Science Topic: Animals including humans. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module PE Lessons</p>
Healthy Eating	<ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals. 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>Science Topic: Animals including humans. DT Topic: Celebrating culture and seasonality. Display in school hall. PSHE – Keeping/Staying Healthy Module</p>	<p>Science Topic: Animals including humans. DT Topic: Celebrating culture and seasonality. Display in school hall. PSHE – Keeping/Staying Healthy Module</p>
Health and Prevention	<ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination. 	<p>Science Topic: Animals including humans. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module</p>	<p>PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module</p>

		Class Five	Class Six
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risk, including smoking, alcohol use and drug-taking 	PSHE – Keeping/Staying Healthy Module	Science Topic: Animals including humans. PSHE – Keeping/Staying Healthy Module
Basic First Aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Basic first aid training with the UK Military School. PSHE – Keeping/Staying Safe Module	Basic first aid training with the UK Military School. PSHE – Keeping/Staying Safe Module
Changing Adolescent Body	<ul style="list-style-type: none"> 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. 	Science Topic: Animals including humans. PSHE – Growing and Changing Module	PSHE – Growing and Changing Module
Sex Education	<ul style="list-style-type: none"> 	PSHE – Growing and Changing Module	PSHE – Growing and Changing Module