

Pleasant Street Primary School



Relationships and Health Policy (including sex education)

September 2026

Review Date September 2027

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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.'

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, Keeping Children Safe in Education (KCSIE), and the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.

This Policy covers the teaching of Relationships, Health and Sex Education. As we wish to be clear about all aspects of this curriculum, we 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.
- Half termly diversity days based around topics including Black History month, refugee week, anti-bullying and difference.
- P4C (Philosophy for Children) lessons – which incorporate different themes relating to the PSHE curriculum.
- 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.
- Dedicated provision for the Mental Health and Emotional Wellbeing of children, staff and parents.
- British Values.
- Extra-curricular activities e.g. after school clubs, class visits and visiting speakers including the NSPCC, Community Police, People of Faith, as well as charitable events and fundraising activities.
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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 begin building the foundations of understanding who they are and how relationships work. They have opportunities to explain how they feel and how to get on with others. They also begin to explore the importance of staying healthy, emotional expression, and online awareness frameworks.

The core themes are delivered using the 1Decision Programme of study in Key Stages One and Two, in addition to other school resources. This programme 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 resources for home use via the 1Decision Parent/Carer Zone: <https://www.1decision.co.uk/resources/parent-carer-zone>

Core Curriculum Themes

The 1Decision scheme covers all statutory requirements across three modernized core modules:

- **Health and Wellbeing:** Focuses explicitly on Mental Health and Emotional Wellbeing, Online Safety and Digital Citizenship, alongside robust safeguarding and risk management frameworks.
- **Relationships:** Focuses explicitly on Family and Friendships, Respectful Relationships, personal boundaries, body autonomy, consent, Personal Safety, and challenging stereotypes.
- **Living in the Wider World:** Focuses explicitly on Citizenship, Community Responsibility, Diversity, Equality and Inclusion, and Fundamental British Values.
- **Sex Education** – Naming parts of the body, puberty and human reproduction are delivered through the science curriculum, which builds understanding from Year One onwards. Puberty education is taught progressively to prepare children early for adolescence. Not every year group will study topics related to conception and reproduction.

Details of Curriculum Content

Key Stage 1 (Years 1 and 2)

In KS1, pupils gain the knowledge and skills necessary to build and maintain healthy relationships. They consider their feelings, the effect of their behaviour on others, and learn to respect differences. Learning focuses on core values of kindness, friendship, and emotional expression. Pupils learn about online safety, digital technology use, and basic healthy lifestyle choices. They discover the basic rules to help them keep healthy and be aware of personal hygiene. They also look at being a member of our community, exploring basic fairness, community awareness, and democracy.

Key Stage 2 (Years 3 to 6)

In KS2, pupils express their views and learn to respect the views of others. They discuss topics such as inclusion, 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.

- **In Years 3–4:** Pupils focus on exploring hazards, managing online risks, identifying cyberbullying, establishing personal boundaries, exercising body autonomy, and building a sense of social responsibility and tolerance within the community.
- **In Years 5–6:** Pupils critically evaluate peer pressure, health influences, and digital responsibility. They engage deeply with progressive puberty education, privacy, consent, healthy relationships, career/enterprise concepts, financial responsibility, and inclusion.

Teaching and Learning Delivery

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 children to take part in tasks that promote active citizenship (e.g. charity fundraising, school councils, and community support initiatives).

Lessons explicitly introduce children to identifying trusted adults, managing personal safety, and proactively recognizing risk factors.

Classes are organised so that pupils are able, through discussion, to set agreed classroom rules of behaviour and resolve conflicts using restorative principles. We acknowledge that sensitive issues will arise. 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(s) who asked.

Inclusion, Diversity, and Safeguarding

Diversity, Inclusion, and Challenging Stereotypes

We intend our policy to be sensitive to the needs of different cultural and religious groups. Our updated curriculum actively challenges stereotypes and embeds a positive approach to diversity, equality, and inclusion across all year groups, transitioning away from abstract concepts to structured learning. We encourage parents/carers to discuss any concerns with the Headteacher.

Pupils with Special Educational Needs and Disabilities (SEND)

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

Sexual Identity and Sexual Orientation

We deal sensitively and honestly with issues of sexual orientation, answering appropriate questions and offering supportive environments.

Right of Withdrawal of Pupils from Sex Education

Parents have the right to request that their child be withdrawn from the non-statutory elements 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 invite parents in to discuss the request. Parents are welcome to review any resources the school uses. Parents are invited into school prior to the summer term in Year 5 where planning and resources are shared for the Y5 puberty and Y6 conception topics.

Confidentiality and Safeguarding

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This is reinforced when forming class Ground Rules. Safeguarding protocols ensure that children are explicitly taught how to identify trusted adults inside and outside school to report concerns or personal safety risks.

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 Updated: September 2026

This policy will be reviewed in September 2027

Appendix 1: PSHE Long Term Plan



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



Celebrating uniqueness, aiming high, learning together

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



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
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 - 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	Diversity Text – Marvellous Me: Inside and Out. Diversity Text – The Family Book.	Diversity Text – Colours of Us. Diversity Text – All Are Welcome.
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	Diversity Text – Marvellous Me: Inside and Out.. Diversity Text – Red Rockets and Rainbow Jelly. Diversity Text – Blue Chameleon.	Diversity Text – All Are Welcome. Diversity Text – My World, Your World. Diversity Text – Its Ok to be Different. Diversity Text – Lost and Found.
Respectful Relationships - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - practical steps they can take in a range of different contexts to improve or support respectful relationships - the conventions of courtesy and manners - the importance of self-respect and how this links to their own happiness - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - what a stereotype is, and how stereotypes can be unfair, negative or destructive - the importance of permission-seeking and giving in relationships with friends, peers and adults	Black History Month; Whoever You Are. Diversity Text – Marvellous Me: Inside and Out.. Diversity Text – Red Rockets and Rainbow Jelly.	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.

		Nursery	Reception
Online Relationships	- that people sometimes behave differently online, including by pretending to be someone they are not - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - how information and data is shared and used online	E-Safety information on the website for parents.	E-Safety information on the website for parents.
Internet Safety and harms	- 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	- 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	• 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.	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.	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.
Physical health and fitness	• 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.	PE Lessons Displays on corridors and in hall.	PE Lessons Displays on corridors and in hall.
Healthy Eating	• 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)	Displays in hall and in Nursery snack room. Snack choices for children throughout the day.	Displays in hall and in Nursery snack room. Snack choices for children throughout the day.
Health and Prevention	• 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	The facts about legal and illegal harmful substances and associated risk, including smoking, alcohol use and drug-taking		
Basic First Aid	- 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	- 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			

KS1 Coverage		Class One	Class Two
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 - 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	Diversity Text – The Great Big Book of Families. Autumn 1 WCR text – The Velveteen Rabbit. PSHE – Keeping Safe Modules PSHE – Relationships Module PSHE – Feelings and Emotions Module PSHE – Online Safety Module	English Unit – Grandad's Island. Diversity Text – The Silence Seeker. Autumn 2 WCR text – Anna Hibiscus. PSHE – Keeping Safe Modules PSHE – Feelings and Emotions Module PSHE – Online Safety Module
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	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	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
Respectful Relationships	- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - practical steps they can take in a range of different contexts to improve or support respectful relationships - the conventions of courtesy and manners - the importance of self-respect and how this links to their own happiness - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - what a stereotype is, and how stereotypes can be unfair, negative or destructive - the importance of permission-seeking and giving in relationships with friends, peers and adults	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	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

		Class One	Class Two
Online Relationships	- that people sometimes behave differently online, including by pretending to be someone they are not - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - how information and data is shared and used online	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	- 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	- 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	- 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.	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	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
Physical health and fitness	- 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.	PE Lessons Displays on corridors and in hall. Diversity Text – Ready, Steady, Mo. PSHE – Keeping Safe and Healthy Module	Science Topic: Animals including humans. PE Lessons Displays on corridors and in hall. PSHE – Keeping Safe and Healthy Module
Healthy Eating	- 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)	DT Topic: Preparing fruit and vegetables. Display in the school hall. PSHE – Keeping Safe and Healthy Module	Science Topic: Animals including humans. Display in the school hall. PSHE – Keeping Safe and Healthy Module
Health and Prevention	- 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.	PSHE – Keeping Safe and Healthy Module	PSHE – Keeping Safe and Healthy Module

		Class One	Class Two
Drugs, Alcohol and Tobacco	The facts about legal and illegal harmful substances and associated risk, including smoking, alcohol use and drug-taking		
Basic First Aid	- 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	- 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			

KS2 Coverage		Class Three	Class Four
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 - 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	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	- 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	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	- 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	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	- 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	- 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	- 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	- 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.	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	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
Physical health and fitness	- 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.	Science Topic: Animals including humans. PE Lessons Displays on corridors and in hall. PSHE – Keeping/Staying Healthy Module PSHE – Being Responsible Module	PE Lessons Displays on corridors and in hall. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module
Healthy Eating	- 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)	Science Topic: Animals including humans. DT Topic: Healthy and varied diet. Display in the school hall. PSHE – Keeping/Staying Healthy Module	Science Topic: Animals including humans. Display in the school hall. PSHE – Keeping/Staying Healthy Module
Health and Prevention	- 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.	PSHE – Keeping/Staying Healthy Module PSHE – Keeping/Staying Safe Module	Science Topic: Animals including humans. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module

		Class Three	Class Four
Drugs, Alcohol and Tobacco	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	- 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	- 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
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 - 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	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 RE lessons.	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 RE Lessons
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	Autumn 2 WCR text – The Trouble with Martians. Summer 1 WCR text – Oranges in No Man's Land. Diversity Text – King of the Sky. Diversity Text – And Tango Makes Three. 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 PSHE – A World Without Judgement 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 – A Story like the Wind. Diversity Text – The Whisperer. Diversity Text – Wisp. 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 PSHE – A World Without Judgement Module

Respectful Relationships	- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - practical steps they can take in a range of different contexts to improve or support respectful relationships - the conventions of courtesy and manners - the importance of self-respect and how this links to their own happiness - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help - what a stereotype is, and how stereotypes can be unfair, negative or destructive - the importance of permission-seeking and giving in relationships with friends, peers and adults	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	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
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		Class Five	Class Six
Online Relationships	- that people sometimes behave differently online, including by pretending to be someone they are not - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met - how information and data is shared and used online	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	- 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	- 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	- 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.	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	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
Physical health and fitness	- 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.	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	Science Topic: Animals including humans. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module PE Lessons
Healthy Eating	- 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)	Science Topic: Animals including humans. DT Topic: Celebrating culture and seasonality. Display in school hall. PSHE – Keeping/Staying Healthy Module	Science Topic: Animals including humans. DT Topic: Celebrating culture and seasonality. Display in school hall. PSHE – Keeping/Staying Healthy Module
Health and Prevention	- 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.	Science Topic: Animals including humans. PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module	PSHE – Keeping/Staying Healthy Module PSHE – Feelings and Emotions Module

		Class Five	Class Six
Drugs, Alcohol and Tobacco	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	- 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	- 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		PSHE – Growing and Changing Module	PSHE – Growing and Changing Module