



Relationships and Sex Education Policy

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This policy is reviewed every year alongside Governors, Staff, Parents and Children

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What is Relationship and Sex Education? (RSE)

Relationships Education, Relationships and Sex Education (RSE) and Health Education are designed to equip pupils with the knowledge and skills needed to make informed decisions about their wellbeing, health and relationships, and to prepare them for adult life.

This policy reflects the Department for Education statutory guidance (2025), which all schools must have regard to when delivering RSHE.

Why is Relationship and Sex Education (RSE) needed in Schools?

Children and young people are growing up in an increasingly complex world and live their lives both online and offline. This presents many positive opportunities but also challenges and risks. In this environment, it is important that pupils learn how to stay safe and healthy, and how to manage their academic, personal and social lives in a positive way.

At Banister Primary School, we recognise the importance of preparing pupils for these challenges. Relationships Education is compulsory in all primary schools in England, with Relationships and Sex Education compulsory in secondary schools, alongside Health Education in all state-funded schools.

What are Primary schools required to teach legally?

At Banister Primary School:

- Relationships Education is compulsory for all pupils
- Health Education is compulsory for all pupils
- Primary schools are not required to teach sex education beyond the content included in the national curriculum for science

Parents do not have the right to withdraw their child from [Relationships Education or Health Education](#).

Parents have the right to request that their child be withdrawn from any additional sex education taught outside of the [national curriculum for science](#).

As a maintained primary school, we are required to provide Relationships Education to all pupils in accordance with the [Children and Social Work Act 2017](#) and must have regard to the statutory guidance issued under section 403 of the [Education Act 1996](#).

In addition, all pupils will be taught the elements of human development and reproduction that form part of the national curriculum for science, including learning about the human life cycle and puberty. These elements are compulsory for all pupils.

Further detail on this content is set out in the Appendix.
Other policies influencing our RSE curriculum include;

[Learning and skills Act 2000 \(updated 3/11/2020\)](#)

[Education Inspection Act 2006 \(updated 2/11/2020\)](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education 2025](#)

[RSE at Banister Primary - Our definition](#)

At Banister Primary School, Relationships and Sex Education (RSE) supports pupils' emotional, social and cultural development. It includes learning about relationships, healthy lifestyles, diversity and personal identity, as well as preparing pupils for the changes associated with puberty.

RSE focuses on developing respectful relationships, personal safety and wellbeing, and equips pupils with the knowledge and skills needed to make informed decisions.

[Aims of Relationship and Sex Education \(RSE\) at Banister](#)

In line with statutory guidance, the aims of Relationships and Sex Education (RSE) at Banister Primary School are to:

- Equip pupils with the knowledge and skills needed to make informed decisions about their wellbeing, health and relationships, supporting them to lead happy and successful lives
- Develop pupils' confidence to apply their knowledge in real-life situations, enabling them to respond to risks, challenges and complex contexts safely and responsibly
- Provide high-quality, evidence-based and age-appropriate teaching that prepares pupils for the opportunities, responsibilities and experiences of adult life
- Enable pupils to understand and respect their bodies, and to manage the physical and emotional changes associated with puberty with confidence
- Support pupils to develop positive, respectful and healthy relationships, with an understanding of respect for themselves and others
- Promote positive self-esteem and body image, and help pupils to understand the influences and pressures they may encounter
- Challenge harmful attitudes and behaviours, including misogyny, gender stereotypes and inequality, in an age-appropriate way
- Empower pupils to recognise risks, keep themselves safe and know how to seek help and support when needed
- Empower pupils to recognise risks, including financial safety, scams, fraud and online exploitation, keep themselves safe and know how to seek help and support when needed
- Promote positive mental health and wellbeing, including understanding change, loss, grief and bereavement
- Develop practical skills, including decision-making, risk assessment, critical thinking and the ability to seek help when needed

[Policy development](#)

This policy has been developed in consultation with staff, pupils and parents, in line with statutory guidance. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group reviewed relevant national and local guidance and existing school practice
2. Staff consultation – all school staff were given the opportunity to review the policy and provide feedback
3. Parent/stakeholder consultation – parents and carers were invited to engage with the policy and provide feedback, including opportunities to attend meetings or review materials
4. Pupil consultation – pupils were given the opportunity to share their views on what they would like to learn and understand as part of Relationships and Sex Education
5. Ratification – the policy was amended following consultation and formally approved by the Governing Body

Roles and responsibilities

The Governing body

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation. A named Governor with responsibility for RSE/PSHE will be identified.

The policy will be reviewed regularly, and RSE/PSHE updates will be shared with Governors at least annually, or more frequently where required.

The Head teacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing parental requests to withdraw pupils from any non-statutory sex education in accordance with statutory guidance.

PSHE and RSE leads at Banister

Miss Ison is the PSHE and RSE Lead at Banister Primary School. The subject lead is responsible for overseeing the development of the curriculum, supporting staff, and ensuring that provision is in line with statutory guidance. Appropriate training is provided, including through the PSHE Association, to ensure high-quality delivery.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate way
- Modelling positive attitudes to RSE
- Monitoring pupil understanding and progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents have requested withdrawal from non-statutory sex education

Staff do not have the right to opt out of teaching RSE. Any concerns should be discussed with the Headteacher.

Training

Staff receive training on the delivery of Relationships and Sex Education (RSE) and this is included within the school's continuing professional development programme. Training is informed by the Department for Education statutory guidance and associated resources.

The PSHE and RSE Lead will ensure that staff are appropriately supported and kept up to date with developments in RSHE. Where appropriate, external agencies, such as the school nursing team, may be invited to provide additional guidance and support for staff.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

Children

Children are expected to engage fully in RSE and, when discussing related topics, to treat others with respect, sensitivity and consideration. They are encouraged to listen to and respect different views, recognising that others may have different experiences and beliefs.

Curriculum

The RSHE curriculum at Banister Primary School is carefully planned and sequenced so that knowledge and skills build progressively year-on-year. This supports children to understand risks and develop knowledge before they encounter them in real life.

The curriculum is set out in the Appendix and clearly identifies the statutory elements of Relationships Education, Health Education and the relevant content within the science curriculum.

The curriculum has been developed in consultation with parents, children and staff, taking into account the age, needs and feelings of pupils.

Puberty education is taught in Year 5 as part of the planned curriculum. Content is delivered at a point intended to prepare pupils for the physical and emotional changes associated with puberty. The school recognises that some children may experience these changes earlier and will respond to individual needs through appropriate support and, where necessary, earlier intervention.

Primary sex education is not compulsory in primary schools beyond the national curriculum for science. The school does not currently teach additional sex education beyond this statutory content. Any future inclusion of additional sex education will be subject to consultation with parents.

Parents will be informed in advance of puberty education and given the opportunity to review the resources and discuss the content with staff. A further consultation with Year 5 parents will be undertaken to ensure that the delivery is appropriate to the needs of the cohort. As part of this,

Year 5 pupils will receive age-appropriate puberty education, and for certain lessons, pupils may be taught in single-gender groups. This arrangement is made solely to support discussion and participation; the content taught, learning objectives and resources used will be the same for all pupils, regardless of gender.

If children ask questions outside the scope of this policy, staff will respond in an age-appropriate and sensitive manner to ensure children are accurately informed and supported.

Children will be taught the correct anatomical names for body parts, including genitalia, to support safeguarding, communication and understanding of their bodies.

Teaching about the Law

Pupils will be taught about relevant laws in an age-appropriate way as part of the RSHE curriculum. This includes:

- Consent and personal boundaries
- Privacy and online behaviour
- Bullying, harassment and abuse

This ensures that pupils understand their rights and responsibilities, and supports them in keeping themselves and others safe

Personal Safety Education

Personal safety education is an integral part of the RSHE curriculum. Pupils are taught how to recognise, assess and manage risks in a range of contexts, both online and offline.

This includes:

- Road, rail and water safety
- Safety in public spaces and awareness of potential risks
- Recognising unsafe situations and understanding how to respond
- Knowing how and when to seek help from trusted adults and services

Teaching supports pupils to develop confidence, independence and the practical skills needed to keep themselves safe in everyday life.

Context influencing our Curriculum

Banister Primary School serves a highly diverse community, with pupils from a wide range of cultural and religious backgrounds. We recognise the importance of teaching sensitive and sometimes challenging topics in a way that is appropriate, inclusive and respectful of our school community.

We are committed to working in partnership with parents and carers. Further detail on how we share curriculum content and resources is outlined in the 'Parental / Carers involvement' section of this policy.

Parental / Carers involvement

Our long-term planning is published on the school website and outlines the RSHE curriculum by year group and half term.

Parents will be provided with opportunities to view curriculum content and resources used within RSHE. A representative sample of teaching materials will be made available, and parents may request to view all materials if they wish.

Parents are supported to understand the curriculum and teaching approaches used, with opportunities to ask questions and discuss content with staff where appropriate. Information for each year group is shared with parents at the start of the academic year, providing an overview of planned learning and opportunities to engage further with staff and the PSHE/RSE Lead.

Workshops may be offered to explore key themes within the curriculum or in response to local or national developments, where appropriate.

The school also uses 'Marvellous Me' to share learning with parents and suggest follow-up questions to support discussions at home.

Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all sex education delivered as part of RSE, other than those elements that are part of the statutory science curriculum.

Parents do not have the right to withdraw their child from Relationships Education or Health Education.

The Headteacher will discuss requests with parents to clarify the nature and purpose of the curriculum before agreeing withdrawal, and a record of this discussion will be kept.

Delivery of RSE

RSE is delivered through the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, with additional elements addressed where appropriate through other subjects, including Religious Education (RE).

Relationships Education focuses on developing the fundamental building blocks and characteristics of positive relationships. This includes:

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

Further detail on the RSHE curriculum is provided in the Appendices.

*These areas of learning are taught within the context of family life, ensuring that teaching is inclusive and respectful. Care is taken to avoid stigmatising pupils based on their home circumstances. Families may include, for example, single-parent families, families with same-sex parents, families headed by grandparents, adoptive families or foster carers. The curriculum also reflects that some pupils may have different support networks, including those who are looked after or young carers. Teaching also supports pupils to recognise and challenge harmful stereotypes and behaviours, including misogyny and gender-based inequality, in an age-appropriate context.

Creating a Safe and Supportive Learning Environment

As RSHE is closely linked to children's real-life experiences, it is essential to establish a safe and supportive learning environment. Clear ground rules and an understanding of appropriate confidentiality, in line with the school's safeguarding policy, help to create this.

Teaching will take into account children's age, ability, readiness and cultural backgrounds. Learning will be appropriately adapted to ensure that all children can access and engage fully in the curriculum.

Banister School Approach

PSHE & RSE is delivered through a whole-school approach, embedded within the school's ethos, behaviour policy, safeguarding practice and pastoral systems.

All staff contribute to promoting positive relationships, wellbeing and safety, ensuring that consistent messages are reinforced across all aspects of school life.

We create a safe and supportive learning environment by:

- Respecting each child's contributions, ideas and opinions
- Promoting a culture of mutual respect and tolerance, where children are encouraged to value the needs and views of others, even when these differ from their own
- Supporting children to develop understanding of others' perspectives and express their own views appropriately
- Establishing clear ground rules and expectations for respectful discussion within all RSHE lessons
- Ensuring staff are trained to create safe, inclusive and supportive learning environments
- Teaching children how to express opinions safely and appropriately, helping to protect their wellbeing
- Ensuring all staff follow the school's safeguarding policy when responding to questions or disclosures, and that children understand that confidentiality cannot always be maintained
- Creating a classroom culture where children feel safe to ask questions, knowing they will be treated with respect and sensitivity

Key Principles and Teaching Methodology

Teaching in PSHE and RSHE starts from children's existing knowledge and experiences. Staff identify any misconceptions or gaps in understanding to inform the starting point for teaching, using key questions such as:

- What do I know about...?
- What do I think about...?
- What can I do about...?

Children are supported to reflect critically, enabling them to make connections between their learning and their current and future real-life experiences.

Where learning includes sensitive topics, Banister follows its approach to parental communication as outlined in the 'Parental / Carers involvement' section. The school will also signpost appropriate sources of support for children and families where needed.

Teaching is designed to be interactive and engaging, providing opportunities for discussion, reflection and participation. A range of approaches may be used, including first-hand experiences where appropriate, to support understanding and engagement.

The development of speaking and listening skills is prioritised within RSHE, recognising the needs of our children, including those at early stages of language acquisition. Teaching provides appropriate modelling and support to ensure all children can participate effectively.

Safeguarding

Safeguarding is a priority at Banister Primary School. RSHE is delivered in a way that ensures teaching is appropriate, sensitive and focused on learning rather than personal experience.

Children are provided with appropriate opportunities to ask questions, including through mechanisms such as question boxes, to raise queries or concerns in a safe and supported way. These are monitored and responded to by staff in line with safeguarding procedures.

There may be occasions when children disclose personal information or experiences during RSHE lessons. Any disclosures will be managed in accordance with the school's Safeguarding Policy. Staff are aware of their responsibilities and will respond appropriately to ensure children are supported and kept safe.

Prior to the delivery of sensitive content, staff will be made aware of any children who may be vulnerable or at risk, ensuring that teaching is delivered in a way that is appropriate and that additional support is provided where necessary.

Any visitors supporting the delivery of RSHE will be subject to the school's safeguarding procedures, including appropriate checks. The content and delivery of sessions will be agreed in advance with the PSHE/RSE Lead to ensure that it is safe, appropriate and aligned with the school's curriculum.

Emerging Risks and Safeguarding

The RSHE curriculum reflects current safeguarding priorities and emerging risks facing children and young people, including:

- Online safety risks (including social media, gaming, scams, fraud, monetisation and harmful content)

- Artificial intelligence and digital manipulation (e.g. deepfakes)
- Harmful online influences and misogyny
- Sexual harassment and harmful behaviours
- Exploitation, including financial exploitation, scams, fraud and coercion (both online and offline)

Teaching supports children to recognise, understand and respond to these risks safely. This forms part of the school's whole-school safeguarding approach.

E-Safety

E-safety is an integral part of the RSHE curriculum at Banister Primary School. Teaching about online relationships, online safety and digital behaviour is embedded throughout the curriculum.

Teaching also includes understanding data privacy, digital footprints and the risks associated with emerging technologies, including AI-generated content and deepfakes

Our approach to e-safety is set out in detail within the school's Online Safety Policy, which outlines how we support children to stay safe online, understand risks and use technology responsibly.

Equality and Diversity ([Links to our Equality and Diversity Policy](#))

At Banister Primary School, we promote the needs and interests of all children, regardless of gender, culture, ability, aptitude or stage of English acquisition. Teaching encourages children to explore, discuss and share ideas in a respectful and inclusive way, valuing all contributions.

RSHE is delivered in a way that is inclusive and reflects the diverse nature of our school community, ensuring that all pupils feel respected and represented.

Governors monitor the school's compliance with its equality duties by working with the PSHE/RSE Lead to review curriculum content and ensure that statutory obligations are met.

Differentiation: [SEND and English as Additional Language](#)

All children are entitled to access a broad and balanced RSHE curriculum. Pupils with special educational needs and disabilities (SEND) will, where appropriate, follow the same curriculum as their peers, with adaptations made to meet individual needs.

Teaching is carefully differentiated to ensure that all pupils can access and engage with the content. This may include adapting content, teaching approaches or resources, as well as providing pre-teaching of key concepts, opportunities for overlearning, and the use of concrete examples and visual supports to aid understanding. All pupils are encouraged to participate fully, and their views and contributions are valued.

The school recognises that personal and social development is as important as academic achievement, and RSHE plays a key role in supporting this for all children. Pupils who are at the early stages of acquiring English as an Additional Language (EAL) are supported through

appropriate strategies, including visual resources and opportunities to develop speaking and listening skills.

The RSHE curriculum is inclusive and accessible to all. Teaching takes into account that some pupils, particularly those with SEND, may be more vulnerable to risks such as exploitation, abuse, bullying and social pressures. As a result, teaching explicitly supports pupils to recognise risk, develop independence and know how to seek help, enabling them to build healthy relationships and keep themselves safe.

Assessment in PSHE / RSE education

Assessment in PSHE and RSHE focuses on children's learning and understanding, rather than on attainment or behaviour. It is used to support progress and ensure that learning has been understood and retained over time.

Teachers use a range of strategies to identify children's starting points, address misconceptions and assess progress. Assessment is used throughout a unit of work to inform teaching and respond to children's needs.

Opportunities for discussion and reflection are built into lessons, enabling children to demonstrate their understanding and make connections between their learning and real-life experiences.

At the beginning and end of units, teachers gather children's views and understanding to inform future planning. Where appropriate, adjustments to teaching are made in collaboration with the PSHE/RSE Lead, and in some cases, in discussion with parents.

Monitoring and Evaluation

At Banister Primary School, all teachers share responsibility for delivering the PSHE and RSE curriculum.

The PSHE/RSE Subject Leader will:

- Provide strategic leadership and direction for PSHE and RSE across the school
- Support and advise staff in planning, delivering and resourcing the curriculum
- Keep staff informed of current developments and statutory guidance, ensuring this is shared appropriately
- Monitor and evaluate the quality of teaching and learning through the school's agreed monitoring cycle
- Review, evaluate and update the PSHE/RSE policy regularly to ensure it remains in line with statutory requirements and best practice

The Governing Body has a duty to ensure that PSHE and RSE provision meets statutory requirements. The Subject Leader will report to Governors at least annually, with additional updates provided as required.

Impact is evaluated through triangulation of a range of evidence, including pupil voice, behaviour and safeguarding data, staff confidence, lesson observations and curriculum progression reviews. This ensures that RSHE is effective, responsive and continuously improved.

Girl's understanding of sanitary products and disposal in school

As part of learning about puberty, children will be taught about accessing and the safe disposal of menstrual (period) products during the school day.

The school recognises that some children may face barriers in accessing period products. Where possible, the school will ensure that children have access to appropriate menstrual products during school time and can manage their needs with dignity and confidence.

Answering Difficult Questions and Sensitive Issues

Staff recognise that views on Relationships, Health and Sex Education (RHSE) may vary. While individual beliefs are respected, all RHSE content is delivered impartially, in line with the school's curriculum and statutory guidance. Teaching presents a balanced range of perspectives to enable pupils to develop informed opinions, while fostering respect for the views of others.

RHSE is delivered in a manner that is appropriate to the age, development and maturity of pupils. Questions arising from both planned teaching and informal discussions are handled sensitively and at the discretion of the teacher. Where appropriate, responses may be deferred to a more suitable time or addressed on an individual basis. Staff are expected to use their professional judgement and seek advice from the Designated Safeguarding Lead (DSL) where any concerns arise.

At Banister Primary School, RHSE is inclusive and designed to meet the needs of all pupils. Teaching is respectful, honest and sensitive, including in relation to sexual orientation and gender identity, in line with the Equality Act 2010. The school is committed to ensuring that all pupils feel supported and able to ask appropriate questions.

Any incidents of bullying, including those related to LGBT+ issues, are addressed promptly and sensitively in accordance with the school's behaviour and anti-bullying policies. The school will work in partnership with parents and carers to ensure clarity around the content and context of RHSE teaching.

Resources

Resources for our Relationships and Sex Education (RSE) curriculum are sourced from the PSHE Association and are quality assured to ensure they are accurate, appropriate and age-appropriate for pupils.

Parents and carers have the right to view a sample of these resources upon request and are encouraged to discuss the content with their child's class teacher in advance of delivery.

Appendix 1: Science Curriculum Programme of Study links to Sex Education

YEAR GROUP	SCIENCE PROGRAMME OF STUDY – STATUTORY REQUIREMENTS	NOTES AND GUIDANCE
Yr R	Nothing specific to RSE	
Yr 1	Pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts: including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth
Yr 2	Pupils should be taught to: - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.
Yr 3	Pupils should be taught to: - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.
Yr 4	Nothing specific to RSE	

YEAR GROUP	SCIENCE PROGRAMME OF STUDY – STATUTORY REQUIREMENTS	NOTES AND GUIDANCE
Yr 5	Pupils should be taught to: - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. - describe the changes as humans develop to old age.	Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
Yr 6	Nothing specific to RSE	

Appendix 2: Relationships and sex education curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Families and growing together	Positively engaging with our world
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Me, my body and growing up	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Manage money and online spending	Changes in puberty	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Appendix 3: Programme of Study for Primary School

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: playing and learning together This unit explores how to listen, share, work cooperatively, and when and how to ask for permission. Pupils learn about friendships, including falling out and how to recognise bullying	Mental health and wellbeing This unit supports pupils to notice and name different types of feelings and thoughts – and learn simple self-regulation strategies to manage them.	Celebrating me, you and our families This unit explores similarities and differences, as well as everyone's individuality. Pupils look at different families, and how family members can show care and love for each other.	Safety at home This unit introduces pupils to hazards and risk in the context of the home. It explores strategies for staying safe, including in relation to household products and medicines.	Being healthy This unit teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (including teeth brushing) and sun safety.	Showing kindness to ourselves and others This unit revisits learning about feelings, and explores the importance of kindness.
Your lessons: Lesson 1 (Ground rules, rule!): I can explain why we have rules. Lesson 2 (Learning and playing together): I can show how to listen carefully and work and play kindly with others. Lesson 3 -5 (Friendship and bullying): 3- I can explain how to make friends and be kind to others. 4 - I can understand that friends sometimes fall out and make up, and I can ask for help if a friendship makes me feel sad. 5 - I can be kind and know what to do if I see someone being unkind. Lesson 6 (consent): I can understand what it means to ask for permission.	Your lessons: Lesson 1 – 5 (Foundations for wellbeing) Lesson 1: I can talk about different feelings. Lesson 2: I can understand what distraction means. Lesson 3: I can notice and pay attention to pleasant feelings. Lesson 4: I can understand the difference between helpful and unhelpful thoughts. Lesson 5: I can learn about different ways of reacting.	Your lessons: Lesson 1 (Personal identity): I can understand that everyone is unique and has their own special qualities. Lesson 2 (Belonging and community): I can understand that everyone is equal. Lesson 3 (Families): I can learn about what makes a family. Lesson 4 (Families): I can understand that there are different types of families.	Your lessons: Lesson 1 (Keeping safe at home): I can identify how to keep safe at home. Lesson 2 – 4 (Drug education) Lesson 2: I can understand what goes into bodies, onto skin and how it makes people feel. Lesson 3: I can understand medicines and the people who help someone stay healthy. Lesson 4: I can stay safe around medicines and household products.	Your lessons: Lesson 1 (Keeping safe: sun safety): I can explain how to keep safe in the sun. Lesson 2 (The sleep factor): I can identify things that help me fall asleep and get a good nights sleep. Lesson 3 (Food for thought): I can understand what it means to keep healthy. Lesson 4 (Dental health): I can explain how to look after my teeth. Lesson 5 (The importance of handwashing): I can understand the importance of personal hygiene. Lesson 6 (Physical activity lesson): I can explain how moving my body keeps it healthy.	Your lessons: Lesson 1-3 (OHID: Every mind matters) Lesson 1: I can name and recognise feelings. Lesson 2: I can understand why kindness is important. Lesson 3: I can identify things that make me and others happy. Lesson 4 onwards (Croydon: Wellbeing way) Additional lessons: Foundations for wellbeing: revisit the extension and embedding activities in year 1.

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit builds on the learning in year 1 by exploring a range of feelings and their intensity, and simple strategies to help manage them. The unit also introduces different kinds of change and loss (including bereavement). Your lessons: Lesson 1 – 5 (Foundations for wellbeing) Lesson 1: I can notice and name my thoughts and feelings. Lesson 2: I can name different things that can distract me. Lesson 3: I can try ways to change how I think and feel. Lesson 4: I can identify unhelpful thoughts and try to change them. Lesson 5: I can understand my reactions and choose a good way to respond. Lesson 6 (Change loss and grief): I can understand different types of change and how this affects people.	Keeping safe online This unit explores how online content can impact feelings, and supports pupils to make safe choices about what they watch or share online (including the importance of not sharing personal information). Your lessons: Lesson 1 – 3 (CEOP: Jessie and Friends) Lesson 1: I can explain how to make safe choices when watching videos online. Lesson 2: I can explain how to make safe choices when sharing videos. Lesson 3: I can explain how to make safe choices when playing games online. Lesson 4 – 5 (BBFC: Watch out!) Lesson 4: I can understand how to make good viewing choices. Lesson 5: I can understand how to keep my viewing choices safe for my age.	Me, my body and staying safe This unit explores how people change as they grow from young to old. Pupils are introduced to the names of private body parts, including genitalia, and learn how the Talk PANTS rules can help keep children safe. Your lessons: Lesson 1 – 3 (Medway: Changing and growing up) Lesson 1: I can talk about special people in my life and how we care for each other. Lesson 2: I can talk about how people change as they grow. Lesson 3: I can name different parts of the body, including private parts. Lesson 4 – 5 (NSPCC: Talk PANTS) Lesson 4: I can understand the Talk PANTS rules and how they keep me safe. Lesson 5: I can understand the Talk PANTS rules and how they keep me safe.	Money and work This unit examines people's different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help people earn money, and how to distinguish between needs and wants. Your lessons: Lesson 1 – 2 (The Careers and Enterprise Company) Lesson 1: I can understand that everyone is good at and likes different things. Lesson 2: I can name different jobs and what people do at work. Lesson 3 – 4 (Money and wellbeing) Lesson 3: I can understand what money is and where it comes from. Lesson 4: I can make choices about spending and saving money.	Keeping safe outside the home This unit builds on prior learning about risk through the context of road and rail safety. Pupils learn what an 'emergency' is and how to get help from an adult in an emergency, or call 999 themselves if they need to. Your lessons: Lesson 1 – 2 (Road and rail safety) Lesson 1: I can explain how to cross the road safely. Lesson 2: I can explain how to keep safe around railways. Lesson 3 (Emergencies lesson): I can explain what an emergency is and how to get help. Lesson 4 (Environment agency): I can explain how to care for the environment and why it is important.	Looking back and moving on Use this unit to consolidate learning – this could include an extended project rehearsing skills and extending knowledge from previous units. It is also an opportunity to celebrate pupils' achievements and prepare them for the transition to key stage 2. Your lessons: Lesson 1 – 3 (Foundations for wellbeing) Revisit the extension and embedding activities in year 2 lessons. Lesson 4 (Embracing change and new challenges): I can talk about my feelings and ways to manage them when moving to a new class.

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included. Your lessons: Lesson 1 (Personal identity): I can talk about my identity and how people might express who they are. Lesson 2 – 3 (Medway): Lesson 2: I can describe what makes a good friend and why friendships are important. Lesson 3: I can explain how to be a good friend and solve problems with others. Lesson 4 (Belonging and community): I can explain why being part of a group is important and how it can make people feel good.	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries. Your lessons: Lesson 1 – 5 (Foundations for wellbeing) Lesson 1: I can notice my thoughts and feelings and understand that emotions can feel stronger or weaker at different times. Lesson 2: I can understand what distractions are and use ways to manage them. Lesson 3: I can recognise helpful thoughts and feelings. Lesson 4: I can recognise when I feel worried and use ways to help me feel better. Lesson 5: I can understand that being calm can help me make good choices and manage how I respond.	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity. Your lessons: Lesson 1 – 3 (Food for thought) Lesson 1: I can explain why eating and drinking healthily is important. Lesson 2: I can understand what influences my choices about food and drink and make healthy decisions. Lesson 3: I can help plan and prepare a healthy meal. Lesson 4 (Dental health): I can explain how to look after my teeth. Lesson 5 (physical activity) lesson coming soon)	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings. Your lessons: Lesson 1 – 2 (NSCS: CyberSprinters) Lesson 1: I can create and keep a password safe to protect my personal information. Lesson 2: To learn how to protect personal information and devices. Lesson 3 – 4 (BBFC: Let's watch a film) Lesson 3: I can understand what age ratings mean for films and media. Lesson 4: I can choose films that are right for me and say no if I feel unsure. Lesson 5 (Paying to play lesson coming soon)	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around railways and water. Your lessons: Lesson 1 (Keeping safe: sun safety): I can manage the risks of sun exposure by protecting my skin and staying safe in hot weather. Lesson 2 (Road and rail safety L4): I can recognise and manage risks to stay safe near railways. Lesson 3 – 4 (Environment agency) Lesson 3: I can explain how to stay safe by knowing how to behave near canals and rivers. Lesson 4: I can recognise the risks of flooding and know how to stay safe.	Looking out for each other This unit explores the basics of first aid, and revisits how to make an efficient call to the emergency services. Your lessons: Lesson 1 – 3 (St John's Ambulance: First aid) Lesson 1 (allergies): I can recognise and respond to an allergic reaction, including knowing when to get emergency help. Lesson 2 (bites and stings): I can recognise and respond to bites or stings, including helping someone safely and knowing when to get medical help. Lesson 3 (calling for help): I can respond safely in an emergency by calling for help and giving the correct information. Lesson 4 onwards (Foundations for wellbeing): revisit the extension and embedding activities

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. Your lessons: Lesson 1 – 5 (Foundations for wellbeing) Lesson 1: I can describe my emotions and how strong they feel to help me manage them. Lesson 2: I can recognise internal and external distractions and use strategies to manage them. Lesson 3: To learn about different ways of thinking and how this impacts wellbeing. Lesson 4: I can use strategies to manage my worries and improve my emotions and behaviour. Lesson 5: I can use strategies to help manage my responses in different situations. Lesson 6 (Change, loss and grief): I can understand how life changes can affect feelings and use strategies to cope with loss and grief.	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. Your lessons: Lesson 1 (Firework safety): I can stay safe by knowing how to behave around fireworks, bonfires and sparklers. Lesson 2 (Keeping safe at home): I can identify risks at home and make safe choices to manage them. Lesson 3 (Road and rail safety L3): I can take responsibility for my safety by making safe choices when using roads. Lesson 4 (Exploring risk in relation to gambling): I can recognise and manage risks in everyday situations to keep myself safe. Lesson 5 – 6 (Drug education): Lesson 5: I can use medicines and household products safely to keep myself and others safe. Lesson 6: I can understand how substances like caffeine, cigarettes, vaping and alcohol can affect people's health.	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness. Your lessons: Lesson 1 – 3 (Friendship and bullying) Lesson 1: I can understand why friendships are important and how they help me feel supported and valued. Lesson 2: I can understand how friendships can face challenges and how to deal with them positively. Lesson 3: I can respond to bullying and hurtful behaviour in a safe and positive way. Lesson 4 (OHID: Every mind matters kindness): I can understand how being kind can have a positive impact on myself, others and the world around me.	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions. Your lessons: Lesson 1 – 2 (money and wellbeing): Lesson 1: I can understand how money is used and why it is important in people's lives. Lesson 2: I can understand how people make decisions about spending money based on needs, value, and their budget. Lesson 3 – 5 (Guardian Foundation: News Wise L3/L4) Lesson 3: I can understand that the news helps keep us informed. Lesson 4: I can talk about news stories and how they make people feel.	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change. Your lessons: Lesson 1 – 3 (Families KS2) Lesson 1: I can understand different family relationships. Lesson 2: I can understand that families can be different. Lesson 3: I can understand that families can change over time. Lesson 4 (Committed relationships and family life): I can understand what a committed relationship is, including marriage and civil partnership.	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing. Your lessons: Lesson 1 – 3 (Guardian Foundation: News Wise L5/L6/L7) Lesson 1: I can ask questions about where information comes from. Lesson 2: I can use simple strategies to tell if news stories are real or fake. Lesson 3: I can question the images used in news stories. Lesson 4-6 (UCL: Climate change – empathy and agency KS2) Lesson 4: I can understand how connecting with nature and other strategies can help my wellbeing. (To possibly be covered over 2 lessons) Lesson 5: I can understand how people can help look after the environment. Lesson 6: I can understand why working together in a community helps care for nature and our local environment.

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognize and challenge stereotypes and prejudiced or extreme views. Your lessons: Lesson 1 – 3 (Friendship and bullying) Lesson 1: I can understand why it is important to include others and the benefits it brings. Lesson 2: I can understand how to be a good friend and communicate respectfully. Lesson 3: I can understand how bullying affects people and know how to get help. Lesson 4 – 5 (Belonging and community L3/L4) Lesson 4: I can understand how stereotypes can affect how people think and act towards others. Lesson 5: I can understand that people's views can be influenced by others and know how to challenge them.	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. Your lessons: Lessons 1 – 5 (Foundations for Wellbeing Y5) Lesson 1: I can understand how to manage my thoughts and feelings in everyday situations. Lesson 2: I can understand helpful and unhelpful distractions and how to manage them. Lesson 3: I can understand how my brain can change and how positive thinking helps my wellbeing. Lesson 4: I can understand how changing my thinking about a situation can help my wellbeing. Lesson 5: I can understand how managing my reactions can help my wellbeing.	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty, and builds pupils' confidence in using the Talk PANTS rule to keep safe. Your lessons: Lesson 1 – 4 (Midway: Changing and growing up Y4-5) <i>Lessons 1 – 4 need to be taught to all children but if needed children can be split into girls and boys depending on cohort, classes and individual children.</i> Lesson 1: I can understand the physical changes that happen during puberty. Lesson 2: I can understand the biological changes that happen during puberty. Lesson 3: I can understand why personal hygiene is important during puberty. Lesson 4: I can understand the emotional changes that happen during puberty. Lesson 5 (NSPCC: Talk PANTS): I can understand why it is important to treat others with respect and how the PANTS rules can help keep me safe.	Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. Your lessons: Lesson 1 – 3 (Consent) Lesson 1: I can understand what consent means and ask for permission. Lesson 2: To learn about personal boundaries. Lesson 3: I can understand the difference between appropriate and inappropriate touch. Repeat or discuss briefly: Lesson 4 (NSPCC: Talk PANTS 9-11): I can treat others with respect and use the PANTS rules to stay safe.	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. Your lessons: Lesson 1 – 3 (CEOP: Play, like, share) Level 1 or Level 2 resources depending on cohort of children. Lesson 1: I can make safe choices online and keep my personal information protected. Lesson 2: I can share safely online and know who to ask for help if I need it. Lesson 3: I can recognise pressure online and know how to respond safely. Lesson 4 – 5 (CEOP: Connect Y5-6) Lesson 4: I can understand how to have healthy and respectful relationships. Lesson 5: I can learn about socialising safely when I am online. Lesson 6 (NCA: Making the right CyberChoices) I can make safe choices when using computers and devices.	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid. Your lessons: Lesson 1 (Melanoma Fund: Sunguardians KS2): I can stay safe in the sun and explain why sun protection is important. Lesson 2: I can build my confidence to move with control and belief in myself. Lesson 3: I can include everyone and be a good team player. Lesson 4: I can think positively and set goals to help me succeed. Lesson 5 – 6 (St John's Ambulance: First aid) Lesson 5 (L2 Asthma): I can recognise an asthma attack, help safely, and get the right support. Lesson 6 (L9 Head injuries): I can recognise a head injury, give basic first aid, and get help if needed.

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing This unit revisits and builds on prior learning about mental health, helping pupils to explore strategies that support wellbeing – including in the context of the transition to secondary school. Your lessons: Lesson 1 – 5 (Foundations for Wellbeing) Lesson 1: I can spot how I'm feeling and name it to help me handle it. Lesson 2: I can spot distractions and use strategies to help me stay focused. Lesson 3: I can use positive thinking to help me feel good and support my wellbeing. Lesson 4: I can spot when I'm worrying too much and use strategies to help myself feel calmer. Lesson 5: I can spot when I feel stressed and use ways to help myself feel calmer. Lesson 6 (Change, loss and grief Y5-6 L3): I can understand feelings of loss and use ways to help myself cope with sadness and grief.	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending. Your lessons: Lesson 1 – 2 (Money and wellbeing) Lesson 1: I can understand how money can affect how I feel and learn ways to stay positive. Lesson 2: I can think carefully about what I see and make smart choices as a consumer. Lesson 3 (Exploring risk in relation to gambling): I can spot risks in everyday situations and make safe choices. Lesson 4 – 5 (Online financial harms) Lesson 4: I can spot what influences me to spend money online and make smarter choices. Lesson 5: I can understand how spending money online can affect how I feel and make positive choices.	Changes in puberty This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns. Your lessons: Lesson 1 – 3 (Midway: Changing and growing up – Y6) Lesson 1: I can explain how my body and feelings may change during puberty. Lesson 2: I can understand how change happens as I grow up and how to become more independent. Lesson 3: I can recognise the qualities of positive, healthy relationships and how to build them. Lesson 4 (The sleep factor): I can understand why sleep matters and use routines to help me sleep well.	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. Your lessons: Lesson 1 – 4 (Drug education) Lesson 1: I can explain how the correct use of medicines and vaccinations supports health and wellbeing. Lesson 2: I can understand how drugs can affect my body and make safe choices. Lesson 3: I can understand why people might use drugs and say no to pressure from others. Lesson 4: I can spot mixed messages about drugs in the media and make safe, informed choices.	Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use. Your lessons: Lesson 1 – 3 (Understanding AI: Rights, safety and wellbeing lessons) Lesson 4 – 5 (Home office – digital deception: understanding deepfakes Y5-6) Lesson 4: I can understand how AI images and videos are made and how they can affect people. Lesson 5: I can understand how to create and share AI content responsibly and make good choices online. Lesson 6 (Pick your pics): I can choose safe images to share online and know what should stay private.	Looking to the future This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school. Your lessons: Lesson 1 – 3 (The careers and enterprise company: careers explorers KS2) Lesson 1: I can understand the skills people need for different jobs. Lesson 2: I can understand how people choose jobs and what helps them decide. Lesson 3: I can understand the different paths people can take to get the jobs they want. Lesson 4 (Embracing change and new challenges): I can understand my feelings about moving to secondary school and use ways to help myself feel confident.

Appendix 4: Key vocabulary for term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<u>Making friends: playing and learning together</u> Friend, friendship, cooperation, fairness, family, sharing, break up, make up, fall out, repair, make a deal, compromise, win-win situation, kind, kindness, unkind, unkindness, teasing, joking, bullying, witness Rules, ground rules, respect, safe, opinion Learn, play, listen, think, interrupt, respect, take turns Permission	<u>Mental health and wellbeing</u> Emotion, feeling (e.g. ad/upset; angry; scared/frightened; worried; nervous; excited; surprised; shocked; proud; embarrassed; confused) facial expression Distracted, distraction Pleasant, unpleasant (feelings) Helpful, unhelpful, thoughts Reactions	<u>Celebrating me, you and our families</u> Family, family tree, care, family member (mum, dad, aunt/auntie, uncle, stepmum/dad, half brother/sister, step brother/sister, grandad/grandpa, cousin, sibling, brother, sister, grandma/nan/nanny, other step family, adoptive family, foster family, other non-blood related members of the family, pets), care, love, helping Parent, children, differences Special, unique, likes, dislikes, same,	<u>Safety at home</u> Bodies, helpful, harmful, hazard, medicine, capsule, vaccination, inhaler, safety, instructions, rule, accident, pressure, product Safe, unsafe, harm, injury, actions	<u>Being healthy</u> Teeth, gums, sugar, toothbrush, toothpaste, dentist Healthy, choices, food, drink, eating, energy Physical activity, PE, exercise, strength, muscle, physical, biological, fit Wash, germs, health, spread Sun, safe, benefits, harmful, protect, UV rays Sleep, rest, routine, relax, bedtime	<u>Showing kindness to ourselves and others</u> Feelings, trusted adult, emotions Kindness, kind, unkind Self-care, connect

			different, similar, equal Different, features, identity, individual, personality, skills, special, talents, qualities, unique			
Y2	<u>Mental health and wellbeing</u> Change, loss, feelings, emotion, permanent, temporary Distraction, pleasant feelings, down/less pleasant feelings, thoughts (unhelpful and helpful)	<u>Keeping safe online</u> Online, technology, worried, trusted adult, picture, sharing, online games, personal information Film, programme, age-appropriate, child friendly, family friendly, rules, safe choices, age-rating symbol, film, show, safe viewing choices, parental controls	<u>Me, my body and staying safe</u> Family, special/important people Change, life cycle, baby, child, adult, growing, young, old Same, different, male, female, boy, girl, body, born, PANTS rules, safe, private, genitals, body parts (hand, arm, leg, foot, head, chest, bottom/buttocks, vulva – outside body part, penis, hair,	<u>Money and work</u> Strength, interest, unique, job, career, community, work, earn, voluntary Money, spend, pay, decision, safe, unsafe, choice, need, want, save, earn, job	<u>Safety outside the home</u> Environment, animal, care, hibernate, plant, protect, responsibility, hobbies, job, people, skills Road, safety, safe, stop, look, listen, wait, think, vehicles, traffic, pelican crossing, lollipop person, zebra crossing, traffic island, pedestrian Safety rail, railway, train, station, tracks, platform, stairs,	<u>Looking back and moving on</u> Change, transition, manage, positive, worries, feelings Emotion, feeling (e.g. ad/upset; angry; scared/frightened; worried; nervous; excited; surprised; shocked; proud; embarrassed; confused) facial expression

			knee, neck, nipple, foot, testicle, vagina – inside body part), safe adult, trusted adult, underwear, pants		ticket office, level crossing, barriers	
Y3	<u>Me, my friends and belonging</u> Special, unique, likes, dislikes, same, different, similar, equal, identity Friend, friendship, special, close, caring, valuable, different, qualities, important, argument, falling out, making up, apologise, solution Attributes, characteristics, identity, individual, individuality, personality, self-worth, skills, talents, qualities, unique	<u>Mental health and wellbeing</u> Thoughts, feelings, emotions, trusted adult, distraction, managed, wellbeing, worry, strategy, worries, calm, tense	<u>Building healthy habits</u> Dental, decay, plaque, saliva, acid, routine Nutrient, vitamin, protein, fibre, processed, sugar, balanced, diet, nutritious, healthy, influence, advert, cooking, influence, ingredient, preparation, safety	<u>Making choices online</u> Password, private, criminals, protect, verification, 2 step, verify, secure Personal information, devices, personal information, software, apps, device, data, identity theft, web browsers, antivirus, viruses, malware, back-up devices Film, content, trailer, age ratings, child, adult, compliance, limits, guidelines, classification, rules, law, feelings, advice	<u>Keeping safe out and about</u> Hazard, risk, electrified, peer influence, peer pressure Canal, river, lake, reservoir, waterways, lock, quayside, edge, bank, path, hazard, danger, risk, warning, safe, safety, emergency, incident, distress, sink, float, swim, currents, flow, flood, sea, tide, rainfall, overflow, weather, climate change, storm, signs, symbols, prepare, evacuate, emergency	<u>Looking out for each other</u> Trigger, anaphylaxis, allergen, immune response, ingestion, injection, inhalation, autoinjector, calmly, reassure, casualty, emergency operator, 999/112/111, incident, location, scenario, injuries, landmarks, identification, information, hazards, awareness, accident prevention, assistance, airways, allergic, respiratory rate, breathing, reddening, puncture, swelling, infection,

					Exposure, over exposure, limiting, damage, health, protection	venom, reaction, autoinjector
Y4	<u>Mental health and wellbeing</u> Change, loss, grief, death, separation, bereavement Emotions (e.g. boredom, frustration, restlessness, annoyance), thoughts, internal distractions, external distractions, brain, pleasant, unpleasant, strategy, wellbeing, unhelpful thoughts, helpful thoughts, behaviours, reaction, self-calming strategies	<u>Exploring ways to manage risk</u> Road, safety, safe, stop, look, listen, wait, think, vehicles, traffic, route, pelican crossing, lollipop person, zebra crossing, pedestrian footbridge, traffic island, pedestrian, rail, railway, train, station, tracks, platform, stairs, ticket office, level crossing, barriers, hazard, risk, electrified, peer influence, peer pressure Risk, peer influence, fireworks, bonfires, age restrictions	<u>Forming respectful relationships</u> Kindness, wellbeing, positive self-talk, healthy, thoughts, feelings, behaviours Positive, friendship, caring, kind, supporting, respecting, helping, interest, maintaining, falling out, dispute, change, argument, conflict, resolve, bullying, disagreement, support	<u>Money matters and news literacy</u> News, informed, news stories, share, journalist, journalism, truthful, 5Ws (who, what, when, where, why), unfairness, emotions, feelings, fair Money, job, payment, cash, salary, purchase, financial, attitudes, influence, bank account, budget, value, needs, saving, bank statement, bank account	<u>Families and growing together</u> <i>(Key and new vocab, check back to year 1 families unit)</i> Family, relationship, brother, sibling, nephew, stepdad, relative, blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, stereotype, challenge, conflict, hope, worry, change Committed, relationship, marriage, civil partnership, consent, arrange marriage, cohabiting, forced	<u>Positively engaging with our world</u> Sources, information, true, untrue, believability, believable, gather, information, fake, real news, hoax, reliable, strategies, images, misleading Nature, emotions, climate change, wellbeing, biodiversity, environment, landfill, waste, reduce, reuse, recycle, community, respond, respectful, views

		Hazard, harm, injury, risk, reduce, strategy, peer influence Risk, worth, harm, help, loss, gain, win, lose, positive, negative, consequence, outcome, gambling, bet, chance, play, gaming, likely, unlikely, influence, pressure Dosage, instructions, prescribed, pharmacy, warning, side effect, cigarettes, vapes, cessation, e-cigarettes, caffeine, alcohol			marriage, legal, illegal	
Y5	<u>Friendships, stereotypes and bullying</u> Stereotype, typical, behaviour, characteristics,	<u>Mental health and wellbeing</u> Emotions, thoughts, brain, managing, helpful, unhelpful, distractions,	<u>Me, my body and growing up</u> Puberty, change, grow, mature, child, teenage, adult, hormones, genitals,	<u>Respecting boundaries</u> Permission, asking, consent, yes, no, maybe, personal, space, personal	<u>Safe connections online</u> Respectful, relationship, personal values, socialising, benefit,	<u>Embedding healthy habits and learning first aid</u> Sun safety, sun, skin, UV, SPF, UV index,

	assumptions, discrimination, influence, persuasion, pressure, vulnerabilities, extremism, extremist, prejudice Included, excluded, similarities, differences, wellbeing, respectful, disrespectful, communication, bullying, impact, verbal, physical, online, social, peer influence, prejudice	strategies, noticing, evaluating, managing distractions, mental wellbeing, brain plasticity, changing thinking habits, positive, mental health, wellbeing, unpleasant experiences, self-regulation, similarities, differences, rumination, worry, reappraisal, sensory focus, reactivity, managing reactions	vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple, larynx (voice box), internal, external, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, pads, tampons, re-useable, penis, testicles, scrotum, foreskin, epididymis, bladder, anus, sperm, semen, erection, ejaculation, wet dream/nocturnal emission, hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, period products, emotions, rollercoaster, up and down, frustrated,	boundaries, permission, respect, appropriate, inappropriate, touch, permission, personal, boundaries, feelings	risk, personal privacy online, pressure, geo-tagging, positive bystander Authorised, unauthorised, misuse, permission, legal, illegal, consequences, Computer Misuse Act. Pressuring behaviour, manipulative behaviour, sharing photos, videos, comments, publicly, privacy settings, protect, online actions, appropriate, inappropriate, trusted adult, consent	protect, skin, eyes, sunscreen Safety, minor, severe, bleeding, skull, brain, confusion, seizure (fitting), vomiting, fracture Airways, trachea, triggers, inhaler, lungs, larynx, inhale, exhale, inflate, deflate Self-confidence, inclusivity, positive mindset, physical activity, mental health, physical health, team sports, including, goals, setting goals, allyship, barriers, safe space
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			angry, moody, attraction, adolescent, advice, support Respectful, disrespectful, challenge, secret, confidence, consent			
Y6	<u>Mental health and wellbeing</u> Change, loss, grief, feelings, bereavement Emotions, regulate, managing emotions, internal distractions, external distractions, setting goals, negativity, bias, brain plasticity, reward system, wellbeing, positive thinking habits, rumination, worry, behaviour, stress, strategies	<u>Manage money and online spending</u> Influences, spending, debit card, data, pop-ups, wellbeing, spending, emotions, subscriptions Impact, loan, emotions, benefits, feelings, budget, critical, consumer, influence, goods, services, products, political, ethical, environmental, value Risk, worth, harm, help, loss, gain, win, lose, positive,	<u>Changes in puberty</u> Sleep, habit, routine, puberty, bedtime Puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, change, life cycle, baby, toddler, adolescent, middle-age, older person, growing up, feelings, emotions, independence, relationship, friendship, family, couple, love, positive, qualities, values,	<u>Drug education: assessing risk and managing influences</u> Vaccination, prescription, insulin, EpiPen, asthma, allergy, drug, substance, law, habit, legal, illegal, influence, pressure, peer, passive, aggressive, assertive, media, marketing, advertising, social media, messages, information	<u>Developing our AI literacy</u> Artificial intelligence (AI), generate / generative, data, disinformation, ethics, privacy, permission/consent Share, photos, images, pics, risk	<u>Looking to the future</u> Transition, opportunity, challenge, secondary school Skill, task, develop, manage, client, influence, stereotype, impact, personality, qualification, career path, route, qualification, training, experience, academic, vocational, apprenticeship,

		negative, consequence, outcome, gambling, bet, luck, chance, play, gaming, likely, unlikely, influence, pressure	permission, respect, boundaries			university, college, assignment, CV
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Appendix: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	