

Through God's love, we learn, aspire and achieve; we flourish.

Christ Church C of E Primary School and Nursery

Let us love one another,
because love comes from
God and knows God.

1 John 4:7

Your heart will become
wise. Your mind will delight
in knowledge.

Proverbs 2:10

I have come so that they
may have life and have it to
the full.

John 10:10

Primary PSHE (Personal, Social, Health and Economic Education) Policy **Including Statutory Relationships and Sex Education (RSE) and Health** **Education**

Christ Church C of E Primary School's faith-sensitive and inclusive approach to Personal, Social, Health and Economic (PSHE) education is underpinned by these two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

These biblical mandates link to our own school's vision and values and support our Christian ethos to nurture and develop the self-esteem and confidence of children so they can flourish.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Relationships, Sex and Health Education (RSHE) is a fundamental part of PSHE, with a focus on physical, moral and emotional development. It aims to ensure that children understand the value of commitment and stability in all relationships, and the range of ways in which we may interact with family and friends. It particularly reinforces the first two aims of 'Valuing All God's Children' (Church of England, 2019), which is to "be healthy" and "stay safe". This is in line with the statutory guidance, which states the focus of Relationships Education "should be on teaching fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other families and adults" (Department for Education, 2020).

We, at Christ Church, fully support the principals, established by the Church of England, for living well together and accommodating difference and diversity within churches. We will ensure that the RSHE curriculum protects, informs and nurtures all pupils.

At Christ Church, all people will be treated with dignity as we believe all people are made in the image of God and are loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and we will provide a safe environment where all are free to be themselves and fulfil their potential without fear.

Through RSHE, we will ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. We will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. We will help them to develop the skills to express their own views and make their own informed decisions. This policy is in line with our duties under the Equality Act 2010.

The Governing Body has responsibility under the 2020 amendment to the 2002 Education Act for the policy of sex education within the school. However, education in this area above all, necessitates a wider framework, and should reflect a working partnership between teachers, parents, carers and governors, all of whom have been consulted in the formulation of this policy. This policy is published in that spirit, for the good of the children now and in their future lives.

This policy will be reviewed by the Governing Body every three years.

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A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

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At Christ Church, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish. We have engaged this charter which establishes our commitment in a clear and open way.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject.** There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
- 7. To take particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
- 8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

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1. School Background Information

1.1	Type of School	Primary
1.2	Member of Healthy Schools Scheme since	2015
1.3	Average No. on roll	210

2. Key contacts

2.1	Safeguarding Lead:	Elena Print
2.2	PSHE Lead:	James Smith
2.3	Lead Governor:	Rev. Andy Rimmer

3. Policy Development

This policy was developed by the school governors and the PSHE Subject Lead, in consultation with staff, parents and carers and wider community partners. It is closely aligned to our school's vision and values and is supported by the guidance of the London Diocesan Board of Schools, in accordance with the document, 'Valuing All God's Children'. It has been carefully written to ensure that our distinctiveness as a Christian School and the values we uphold are taken account of. Our values of Compassion, Respect, Wisdom, Service, Perseverance and Trust are an integral part of this.

4. Links to other School Policies

This policy should be read in conjunction with the following school policies:

- 4.1 Safeguarding/Child Protection Policy
- 4.2 Confidentiality Policy
- 4.3 Behaviour/Anti-Bullying Policy
- 4.5 Online Safety Policy
- 4.5 Equalities Policy
- 4.6 SMSC Policy
- 4.7 SEND Information Report
- 4.8 Managing Drug Related Incident

5. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- 5.1 **Relationships Education** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- 5.2 **Health Education** will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.
- 5.3 In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to Section 11 below for details. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE).

6. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory Relationships and Sex Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationships and Sex Education, Health Education and Living in the Wider World
- Our definitions for Relationships and Sex Education and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE, along with specific information about their involvement with RSE and the right to withdraw their children
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

7. Aims of Policy

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of Relationships and Sex Education, Health Education and Living in the Wider World (refer to Section 9), is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;

- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support

8. Definitions for Relationship Education and Health Education

8.1 Relationships Education:

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”

8.2 Health Education:

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

9. Organisation of PSHE

- 9.1 Timetable allocation: 60 mins / week
- 9.2 Staff Involved: The course will be delivered predominantly by the Class Teacher, but there are times during the programme when learning may be complemented by external visiting speakers, for example, a financial organisation such as a bank, human rights organisations, or others. It is important to note that where outside visitors help to deliver PSHE, and in particular RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 9.4 Where taught: The PSHE curriculum will be delivered through dedicated PSHE or subject specific lessons e.g. Science and RE, school assemblies and whole school special weeks e.g. Health Week, Enterprise Week etc.

10. Content of PSHE Curriculum:

We deliver our comprehensive PSHE curriculum under the 3 areas

- Relationships Education
- Health Education
- Living in the Wider World

See Appendix 2 for further detail.

10.1 Statutory content:

Relationships Education (KS1&2: age 5-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Health Education (KS1&2: age 5-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

10.2 Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing

- Being a Responsible Citizen
- Careers

Sex Education (Year 6 Only – these are the only lessons that parents can withdraw their children from)

Lessons on Sex Education in Year 6 (refer to section 12)

11. Approaches for Delivering Effective PSHE

11.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, and sensitive issues.

11.2 Confidentiality

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk.

In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

11.3 A Range of Learning Approaches

Active and interactive engagement is most effective in PSHE. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

11.4 Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

11.5 Use of External Organisations

We work with various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

11.6 Groupings

The PSHE curriculum will be delivered through a variety of whole class lessons, smaller group work and where relevant, in one to one sessions.

11.7 Responding to Pupils' Questions

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

11.8 Meeting the Needs of SEND Pupils

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

12. Specific Issues Related to Sex Education

12.1 DfE Sex Education Recommendation

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education (refer to 9.1), we have chosen to deliver further lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these specific additional lessons, as outlined below.

12.2 Definition of Sex Education

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

12.3 Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. This policy has been written in line with schools vision and values. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and who are invited to meetings at school in the summer term to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum, as outlined in 9.1. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6, as outlined in 12.1.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 1 of this policy, and send this to the Head Teacher. Alternative work will be given to pupils who are withdrawn from sex education.

12.4 Answering Pupils' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

13. An Inclusive Approach through a Moral and Values Framework

As an inclusive Christian school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation are protected by law and cannot be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them and support others to do so
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBTQ+
- Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

14. Assessing PSHE and Monitoring the Programme

The PSHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures

- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development

15. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

16. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors and included within school handbook, staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to PSHE, including RSE and Health Education, or who may be involved in its delivery.

Written by:

Role:

Date Agreed:

Next Review Date:

This Policy should be read in conjunction with:

- [*Keeping Children Safe in Education*](#) (statutory guidance) (2019)
- [*Valuing All God's Children – Guidance for Church of England Schools*](#) (2019)
- [*Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations*](#) – Statutory Guidance from Department for Education (2019)
- [*Respectful School Communities: Self Review and Signposting Tool*](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [*Behaviour and Discipline in Schools*](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [*Equality Act 2010 and schools*](#) (2010)
- [*SEND code of practice: 0 to 25 years*](#) (statutory guidance) (2015)
- [*Alternative Provision*](#) (statutory guidance) (2013 – updated 2016)
- [*Mental Health and Behaviour in Schools*](#) (advice for schools) (2018)
- [*Preventing and Tackling Bullying*](#) (advice for schools, including advice on [*cyberbullying*](#)) (2017)
- [*Sexual violence and sexual harassment between children in schools*](#) (advice for schools) (2018)
- [*The Equality and Human Rights Commission Advice and Guidance*](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [*Promoting Fundamental British Values as part of SMSC in schools*](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2014)

Appendix 1

Parent Request for Withdrawal from Sex Education Lessons

TO BE COMPLETED BY PARENTS			
Name of child		C	
Name of parent		D	
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	

Appendix 2

Long Term Overview

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	Awareness of feelings All about me Being different Money	Keeping well and clean My friendships The Environment	Keeping Safe My family Losing and finding Looking after myself
Year 2	Healthy people All about my feelings Money, shopping and saving	Keeping safe Making and breaking friendships Coping with conflict Special days	About my body Exploring our families Global food
Year 3	Emotions and feelings Peer influence/pressure Me and my community	Healthy lifestyles Safe Relationships Where do things come from?	Drug Education – Smoking and Basic First Aid Keeping safe Different Families Aspirations Managing money
Year 4	Mental Health and Wellbeing Rights and Responsibilities Persuasion and pressure Media and me	Healthy Lifestyles Friendships / Inclusion Local Community – shared responsibilities	Growing and Changing Drug Education – Alcohol and Decision making Types of relationships Aspirations Managing Money
Year 5	Mental Health and Wellbeing Personal Safety Self-Respect and Personal Goals Being Left Out Stereotypes and Diversity	Healthy Lifestyles Friendships and Coping with Bullying Working together and aspirations Media literacy and digital resilience	Puberty Drug Education – Legal and Illegal drugs Relationships What makes a Democracy? Money
Year 6	Healthy Lifestyles Drug Education – Drugs, risks and the Media Conflict resolution Celebration – supporting each other Protected Characteristics and Bullying	Moving on Mental Health and Online Safety Family Dynamics Democracy and Decisions Media literacy and digital resilience	Puberty and Relationships Sex Education Relationships Money and Me Aspirations, work and career