St Andrew's Primary School Personal, Social, Health and Economic Education Policy.

Relationships, Health Education and Sex Education Policy.

PSHE Education Policy Guidance- overview and statement of intent:

All schools are currently expected to provide PSHE education in their curriculum. This has been strengthened from September 2020, when Relationships Education and Health Education aspects of the primary curriculum became compulsory in all schools. It is vital that schools continue to cover the full breadth of PSHE education subjects that are outside the scope of the DfE's statutory RSHE requirements so that wider life issues can be explored; these include economic education, environmental and community issues and rights and responsibilities.

St Andrew's has responded to the new statutory requirements by incorporating a comprehensive educational provider (SCARF) into our curriculum. SCARF (Safety, Caring, Achievement, Resilience, Friendship) provides broad and thorough schemes of work for PSHE education and covers all the DfE's statutory requirements for Relationships Education and Health Education. In addition, SCARF also integrates the rights of the child, caring for the environment, economic education, and children's social, moral, spiritual and cultural (SMSC) education, including British Values, which are statutory requirements.

PSHE across St Andrew's Primary School encompasses our Relationships Education (RE), Health Education (HE) and Sex Education (SE); SCARF allows staff to access lesson plans and guidance with confidence that the statutory requirements are being met.

A key part of PSHE relates to relationships education, which must be delivered to every primary aged pupil. St Andrew's Primary School has opted to also teach Sex Education which is non-statutory, but highly encouraged by the government.

State-funded primary schools are also required to teach Health Education. Relationships Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health, and relationships, and to build their self-efficacy; Health Education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate, and evidence-based relationships, sex, and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex, and health curriculum, providing clarity on how it is informed, organised, and delivered.

St Andrew's Primary School's PSHE Education Policy

Name of school: St Andrew's Primary School

Date of policy: 15.03.21

Members of staff responsible for PSHE Education: Miss Anna-Jane Del-Pinto

Line Manager (Member of SLT): Mrs D. Brown

Review date: 15.03.22

1. How this Policy was developed

This policy was developed in consultation with parents, teachers and other school staff, lead governors, and the pupils at St Andrew's Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils; however, at present, this policy remains in draft form to ensure that all governors have the opportunity to read and discuss at the next governors' meeting.

2. Legal requirements of schools

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Health Education is also statutory in all schools[1].

We at St Andrew's Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

3. Personal, Social, Health and Economic (PSHE) Education including Relationships Education:

Our PSHE education, including statutory Relationships and Health Education, and non-statutory Sex Education, as recommended by the DfE, provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience, and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

St Andrew's PSHE provision supports the school's aims of developing confident young people and successful learners who are creative, resourceful, and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to develop children's lives positively in the following ways:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;

[1] Except Independent Schools where PSHE education remains statutory.

5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic Education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this:

At St Andrew's Primary School, we use SCARF: a comprehensive scheme of work for PSHE and Wellbeing Education. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school; for example, we may use our local environment as the starting point for aspects of our work. Once a school council is formalised, they will play a key part in our planning to ensure pupil voice in considered and fed into the planned programme.

Class teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can…' statements and WALTs, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

5. What is being taught?

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing,

feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Social skills and interactions are key to Early Years and the lesson plans are dedicated to developing these skills.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Online Safety

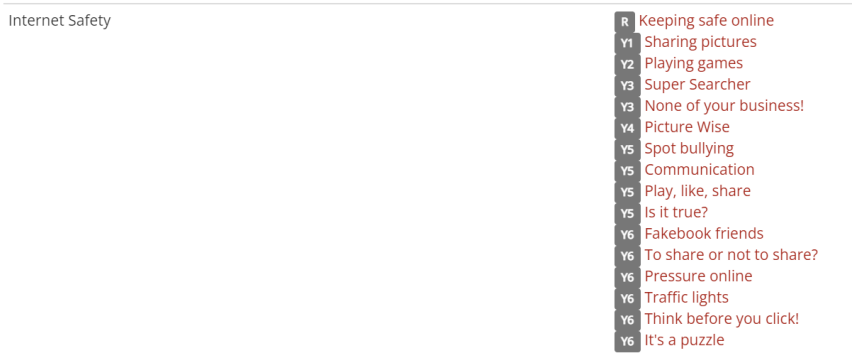
In addition to this learning, St Andrew's understands the importance of teaching children how to conduct themselves online in a respectful and safe manner. Online activity is a daily occurrence in the lives of young people, and we acknowledge the need for our children to understand both the positive and negative impact online usage can have on their health and wellbeing.

Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online. SCARF uses lessons that highlight what a child should know in terms of current online technology, its influence on behaviour and development, how to get support, and which skills they need to be able to navigate it safely. SCARF ensures that all children will have fulfilled the following objectives by the end of their time with us:

1. Understand that, for most people, the internet is an integral part of life and has many benefits.
2. Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
3. Learn how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping

personal information private.
4. Discuss why social media, some computer games and online gaming, for example, are age restricted.
5. Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
6. Learn how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted.
7. Know where and how to report concerns and get support with issues online.

Due to the importance of teaching online safety to the children at St Andrew's as coherently as possible, we will also utilise and enhance SCARF with material provided by DfE approved KCSIE (Keeping Children Safe in Education 2020). In addition, the PSHE lead will work closely with the computing lead to ensure full coverage of online safety is delivered to the children. Below outlines lesson titles used to teach our children about online safety. Due to the spiral curriculum offered by leads at SCARF, children will revisit online safety in an age appropriate and progressive manner from Reception to year 6.



Building upon Science Curriculum and Sex Education:

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

Lead educators at SCARF define Sex Education to mean puberty, conception, contraception, reproduction and birth. All of these themes, with the exception of conception and contraception, are included within either statutory Health Education or National Curriculum Science.

SCARF interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). Teachers in Year 6 will therefore include sexual intercourse and IVF in our Year 6 *Making Babies* lesson. It is important to note, due to the '*what happens **before** the egg and the sperm meet'* section within the *Making Babies* lesson, that this is the only lesson (or part of) where parents may withdraw their child.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a Sex Education programme, tailored to the age and the physical and emotional maturity of the pupils.

In order to deliver this content as sensitively, considered and carefully as possible, St Andrew's will use external agencies to support this learning including Lead-Educator visits from the

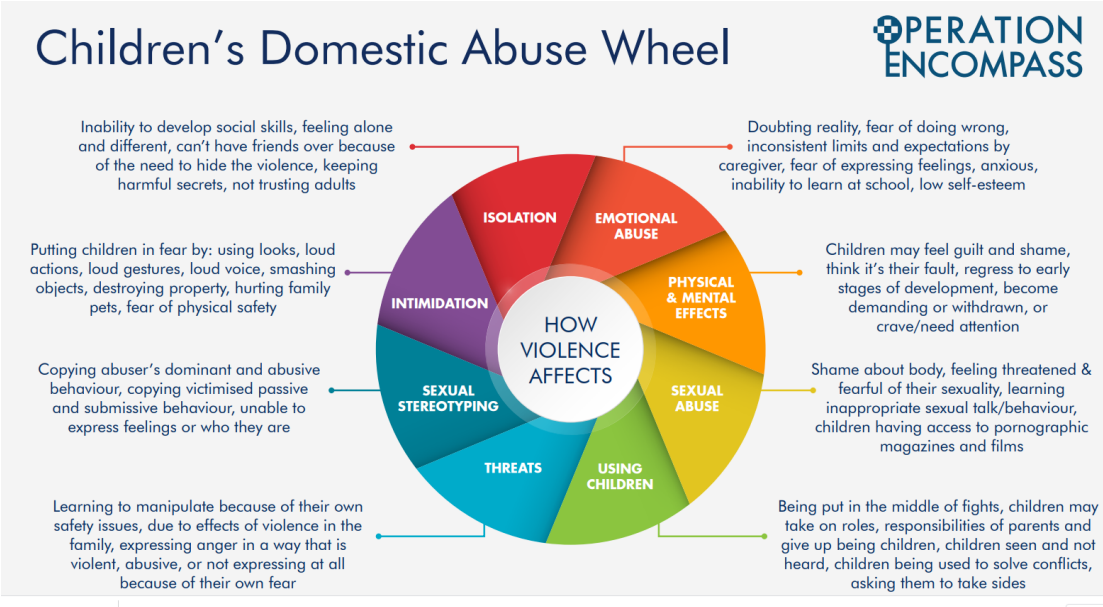
SCARF team as well as the school nurse attached to St Andrew's Primary. All formal safeguarding measures will be in place for these visits.

Healthy Relationships and Safeguarding:

During their time at St Andrew's, children will learn about healthy and respectful relationships: how to have respect for themselves and how to show respect to others. Key to this learning, is recognising and understanding when a relationship is unhealthy. Key members of staff at St Andrew's have been trained through a government police initiative to help schools safeguard and support children who may have witnessed unhealthy relationships and, in particular, domestic abuse. This training has been termed Operation Encompass.

Operation Encompass is a unique police and education early intervention safeguarding partnership enabling support for children and young people who have experienced domestic abuse. Operation Encompass is every child's right. It is embedded in every force, in every school, for every child.

Operation Encompass will ensure that ALL incidents of domestic abuse are shared with schools, not just those where an offence can be identified. Any form of domestic abuse can have a lasting effect on a child's mental and emotional well-being and needs to be dealt with sensitively and thoroughly. To illustrate how domestic abuse can affect a child, please refer to the infographic below where the severe impact violence has on a child, can be seen.



Through Operation Encompass, key adults in school (Designated Safeguarding Leads) will be notified prior to the start of the next school day that a child has experienced an incident of domestic abuse where the police have attended. Operation Encompass is an integral part of safeguarding and child protection and, as such, should be cited in the school's Safeguarding and Child Protection policies. Please see St Andrew's website for further information regarding our school's Safeguarding policy.

Peer-on-Peer Abuse:

At St Andrew's Primary school, we committed to leading our school based on our Christian Values of honesty, respect, courage, love, kindness and perseverance. We promote these values daily and expect all of them to be upheld by teaching staff and children alike. We therefore will not accept any form of peer-on-peer abuse and, through building strong relationships with our pupils, as well as receiving specific training from external agencies, we aim to identify and manage any form of bullying should it arise.

Our PSHE SCARF curriculum acts as a driver to prevent such incidents occurring through our comprehensive Relationship, Sex and Health Education programme. Children our taught about mutual respect and what constitutes healthy relationships. In addition, our BELIEVE behaviour system aims to promotive and reinforce positive behaviours helping to provide children with the confidence and self esteem to 'speak up' should they need to. Please refer to our separate Peer-on-Peer Abuse policy for further information.

6. How PSHE education, including Relationships Education, is taught:

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods including activity sheets, films, songs, online games, and drama techniques. Although PSHE lessons will be taught in mixed sex groupings, there will be opportunities for single sex 'question and answer' sessions with an appropriate member of staff to ensure children feel that they can share their thoughts in a comfortable setting.

To enable children to feel secure to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on our website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our safe-guarding lead (Mrs. D. Brown and Mr D. King*)* and our experienced support team.

7. How PSHE education is monitored, evaluated, and assessed

We use three methods of monitoring and assessing learning within PSHE at St Andrew's School:

Progress- for each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

Success- at the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF- This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

8. The Roles and responsibilities of PSHE

The governing board is responsible for the following areas:

• Ensuring all pupils make progress in achieving the expected educational outcomes.

• Ensuring the curriculum is well led, effectively managed and well planned.

• Evaluating the quality of provision through regular and effective self-evaluation.

• Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

• Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

• Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

• Ensuring the religious ethos of the school is maintained and developed through the subjects.

The headteacher is responsible for the following areas:

• The overall implementation of this policy.

• Ensuring staff are suitably trained to deliver the subjects.

• Ensuring that parents are fully informed of this policy.

• Reviewing requests from parents to withdraw their children from the subjects. • Discussing requests for withdrawal with parents.

• Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

• Reporting to the governing board on the effectiveness of this policy.

• Reviewing this policy on an annual basis.

The PSHE (including relationships, sex and health education) subject leader is responsible for the following areas:

• Overseeing the delivery of the subjects.

• Ensuring the subjects are age-appropriate and high-quality.

• Ensuring teachers are provided with adequate resources to support teaching of the subjects.

• Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum. • Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.

• Working with other subject leaders to ensure the relationships, sex and health curriculum compliments, but does not duplicate, the content covered in the national curriculum.

• Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

The appropriate teachers are responsible for the following areas:

• Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.

• Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

• Ensuring they do not express personal views or beliefs when delivering the programme.

• Modelling positive attitudes to relationships, sex and health education.

• Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

• Acting in accordance with planning, monitoring and assessment requirements for the subjects.

• Liaising with the SENDCo to identify and respond to individual needs of pupils with SEND.

• Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENDCo is responsible for the following areas:

• Advising teaching staff how best to identify and support pupils' individual needs.

• Advising staff on the use of TAs in order to meet pupils' individual need

9. How the delivery of the content will be made accessible to all pupils

It is our school's aim not to withdraw pupils with special educational needs from PSHE education where possible; these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE Education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship. At St Andrew's Primary School, we believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships. We feel there is a natural fit between these values and the ethos of our faith school.

The themes within the RSE elements of SCARF help children from all backgrounds to build positive and safe relationships, and to thrive in modern Britain. As a Church of England faith school, we must deliver Relationships Education as described in the statutory guidance. Further useful reading regarding RSHE at a Christian faith school can be found in these documents:

Church of England - Valuing All God's Children Layout 1 (churchofengland.org)
Church of England - Living in Love and Faith Living in Love and Faith | The Church of England

It is possible that some pupils will have GLBP parents or carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

10. Parental concerns and withdrawal of children from the learning:

Parents have the right to request that their child be withdrawn from the non-statutory Sex Education our school teaches but **not Relationships Education**. Where we use SCARF, parents have the right to withdraw their child from one lesson within the Year 6 programme of study called Making Babies- this is where sexual intercourse and the use of condoms as a preventive measure regarding conception are discussed; in addition, alternative methods of conceiving such as IVF are also taught. Parents do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to

deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. Communication with parents about what is planned to be taught within the RSHE unit, will be provided via a letter home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

11. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead Miss A. Del-Pinto.

12. Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

All staff will receive training and a full introduction to SCARF via a formal Educator- lead from SCARF.

13. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

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This policy should be read in conjunction with the following:

- St Andrew's Safeguarding/Child Protection policy (inc. responding to disclosures)
- St Andrew's Confidentiality policy
- St Andrew's Anti-bullying policy
- St Andrew's Equality, diversity and inclusion policy

- DfE 'Keeping children safe in education' (2019)

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PSHE Association PSHE Policy Guidance
https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school (members only)

The Sex Education Forum RSE Policy Guidance
https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance

Signed: Date:_____

Head teacher Mrs D. Brown_____

Chair of Governors: Mrs J. Poole_____

Vice Chair of Governors: Mr Karl. Hopwood_____

Who are Coram Life Education and SCARF?:
https://www.coramlifeeducation.org.uk/whole-school-scarf

PSHE (Including RSE) Long-term Planning:

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS Cycle A & B	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1/2 Cycle A	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y1/2 Cycle b	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3/4 Cycle A (4)	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y3/4 Cycle B (3)	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y5/6 Cycle A (5)	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y3/4 Cycle B (6)	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem