



DUNKIRK PRIMARY SCHOOL

Relationships, Health and Sex Education (RHSE) Policy

Ratification:	Feb 2024
Review:	Feb 2025
Review Committee:	Strategic Development Committee
Leader:	Heidi Hollis
Link Governor:	Maria Artingstoll

Child Protection named contact: Heidi Hollis (Head Teacher)

School Nurse: Located at Mary Potter Health Centre

Dunkirk Primary School in relation to RHSE Education

We are very aware of the needs of our multicultural and highly international community and are constantly consulting and listening to the 'parent/carer' and 'pupil' voice. Therefore, we welcome feedback from parents and children so that we can constantly review and improve our provision. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

In this document, RHSE relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use RHSE Education as a means of promoting any form of sexual orientation. At Dunkirk, we recognise and promote equality and differences within our community and society.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding RHSE, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 have made relationships education compulsory in all primary schools. Sex education is not compulsory in primary schools and parents can withdraw their child from our specific sex education teaching in Year 6.

Every child is entitled to receive RHSE. It is our intention that all children have the opportunity to experience a programme of RHSE at a level which is appropriate for their age and physical development with differentiated provision if required.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RHSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

Aims

The objective of RHSE is to compliment the ethos of Dunkirk Primary School in relation to RHSE, to help and support young people through their physical, emotional and moral development. It is our view that all learning will be enhanced if the children feel safe, secure and that all are valued. Positive relationships are seen as essential. Only then will issues be raised and children will find answers to their questions in what can be a sensitive area. This will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

This policy promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

This policy is linked with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection Safeguarding
- Confidentiality
- Behaviour
- Anti-bullying

Why do we teach RHSE?

It is law that we teach Relationships and Health Education. Parents and carers cannot withdraw their child from Relationships and Health education, only the Year 6 specific sex education element. The broad objectives are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle

- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Specific Relationships education expectations (statutory)

By the end of primary, pupils will need to know:

Families and people who care for the pupil

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs

- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school and/or other sources)

Health education expectations (statutory)

By the end of primary, pupils will need to know:

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harm

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- 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
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent bodies

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Sex education expectations (non-statutory and only offered in Year 6)

There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

Parents/carers have the right to withdraw their children from sex education lessons that fall outside those aspects covered in the National Curriculum science lessons. At Dunkirk this only happens in Year 6. Parents of children in Year 6 need to write to or email school with their decision to withdraw their child from the sex education aspects of the RHSE curriculum prior to the lessons commencing.

Parents/carers do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. It is hoped that our open and regular consultation approach would prevent this happening.

Confidentiality and Child Protection

Children may make personal disclosures in group settings, particularly in SRE, where a climate of trust is created to enable discussion of potentially sensitive topics. Teachers will explain that the classroom is not a suitable place to discuss **very** personal issues. Any inappropriate 'sexual' behavior should not be ignored but should be dealt with sensitively, with parents/carers involved where appropriate.

Teachers and other adults involved in PHSE may sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all are aware of the school's Child Protection Safeguarding Policy.

Teachers and others supporting RHSE cannot offer or guarantee absolute confidentiality. Where an adult believes a child may be at risk the Designated Safeguarding Lead must be consulted before any further action is taken.

Monitoring

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

Pupil voice, through constant 'suggestion box' feedback means that children can post something, even if a blank paper, to avoid stigmatism of those who do make or need a response. Parents/carers can feed back at consultation meetings and via email to the Head teacher admin@dunkirk.nottingham.sch.uk.

Teaching and learning content

When is it taught?

RHSE is firmly rooted within the Science National Curriculum and non-statutory framework for PSHE. It is not delivered in isolation. RHSE education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle (talk) time. Many objectives are on-going and will be embedded by many members in our school team not just the class teacher. A range of teaching methods which involve children's full participation are used to teach RHSE. These include use of video, discussion, looking at case studies, drama and role-play. It is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Teachers will:-

- Give guidance and support for the children in our care.
- Liaise with other professionals where necessary

- Plan, deliver and evaluate the school PSHE and RHSE curriculum in our themed curriculum. (see planning topic webs)

The Y4-6 Learning Mentor will:-

- Support the teaching and implementation of RHSE Policy
- Give emotional support to individual children as the need arises
- Liaise with the teacher and, where appropriate, the family, to ensure emotional support of the child

The School Nurse/Health Service Specialists will:-

- Give guidance and support throughout the school, when appropriate

Children with SEND

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

What is taught?

We use the Discovery Education RHSE scheme of work. All lessons have a clear structure and are age-appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver the curriculum. The lesson plans have clear aims and learning outcomes, with suggested additional activities and accompanying resources. Teachers will follow the scheme of work for Year 1 to Year 6. We will notify parents/carers of the focus for each half term

Discovery Education Health and Relationships provides schools with a planned, progressive scheme of work for Health and Relationships education from Year 1 to Year 6.

It has been designed to be flexible: schools can use it exclusively as their Relationships and Health Education curriculum, or deliver it in a way that complements or supplements existing provision. Lessons can also be used alongside protective curriculum approaches to safeguarding such as Protective Behaviours, as messages and language used are consistent with and reinforce the learning within such programmes.

The programme consists of six broad topics:

- *Healthy and happy friendships*
- *Similarities and differences*
- *Caring and responsibility*
- *Families and committed relationships*
- *Healthy bodies, healthy minds*
- *Coping with change*

Lessons are designed to take approximately 30 minutes to one hour of teaching time, depending on curriculum time available. However, teachers can extend or develop learning across more than one lesson, or develop objectives from a lesson further if required.

Each topic contains age-appropriate videos which can be used to enhance learning and broaden understanding of particular concepts. Teachers can use the videos in a variety of ways to best suit their needs, for example:

- as an introduction to a topic or concept before teaching a lesson
- as a springboard to stimulate discussion
- as a way to demonstrate or further illustrate a particular concept during a lesson or whole topic
- as a stimulus for further classroom activities, discussion, etc.
- as a reference point to both remind pupils of concepts and to distance the learning from them so that pupils can relate back to a real-life situation without it being about their own lives.

The videos are child-led: presented by Archie and Elise who explore questions and meet with other children who share their experiences. They explore a range of real-life or animated scenarios, visit schools and interview individuals, helping children to see the world from different perspectives, engage in discussions and share their opinions.

Each topic contains age-appropriate content, developing themes in a 'spiral curriculum' so that pupils are building on their skills and understanding each year so that pupils develop, practise and apply the following **knowledge and skills** across different contexts and situations:

- Personal boundaries and privacy
- Safety networks
- Safety skills.
- Feelings and emotions
- Self-awareness
- Resilience and self-worth
- Positive mental and emotional health and wellbeing.

The Topics in our RHSE scheme



CHANNEL

Healthy and happy friendships

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.



Similarities and differences

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.



Caring and responsibility

This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.



Families and committed relationships

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.



Healthy bodies, healthy minds

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.



Coping with change

This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

The order we teach the topics

Teach the same topic across the whole school each term					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Healthy and happy friendships	 Our similarities and differences	 Caring and responsibility	 Families and committed relationships	 Healthy body, healthy mind	 Coping with change

The outline of the topics by year groups

Year 1

TOPIC	OVERVIEW OF CONTENT
Healthy and happy friendships	Forming friendships and how kind or unkind behaviours impact other people.
Similarities and differences	Similarities and differences between people and how to respect and celebrate these.
Caring and responsibility	Identifying who our special people are and how they keep us safe.
Families and committed relationships	What a family is (including difference and diversity between families), and why families are important and special.
Healthy bodies, healthy minds	Our bodies and the amazing things they can do. Learning the correct names for different body parts.
Coping with change	Growing from young to old and how we have changed since we were born.

Year 2

TOPIC	OVERVIEW OF CONTENT
Healthy and happy friendships	Understanding what makes a happy friendship. Understanding personal boundaries and safe/unsafe situations.
Similarities and differences	Exploring different strengths and abilities. Understanding and challenging stereotypes.
Caring and responsibility	The different communities and groups we belong to and how we help and support one another through these.
Families and committed relationships	The different types of family members and how families vary.
Healthy bodies, healthy minds	Ways to stay healthy, including safe and unsafe use of household products and medicines.
Coping with change	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.

Year 3

TOPIC	OVERVIEW OF CONTENT
Healthy and happy friendships	Being a good friend and respecting personal space. Strategies for resilience.
Similarities and differences	Respecting and valuing differences. Shared values of communities.
Caring and responsibility	Our responsibilities and ways we can care and show respect for others.
Families and committed relationships	Exploring the importance of commitment in relationships and how families can change and alter over time, including through separation and loss.
Healthy bodies, healthy minds	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.
Coping with change	Coping with feelings around the changes in our lives.

Year 4

TOPIC	OVERVIEW OF CONTENT
Healthy and happy friendships	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.
Similarities and differences	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.
Caring and responsibility	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.
Families and committed relationships	The range of relationships we experience in our everyday lives. How to identify each relationship and understand the differences between types of relationships we encounter.
Healthy bodies, healthy minds	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal choices.
Coping with change	How our bodies change as we enter puberty, including hygiene and menstruation.

Year 5

Healthy and happy friendships	Identity and peer pressure in real life and online. Positive emotional health and wellbeing.
Similarities and differences	Celebrating strengths, setting goals and keeping ourselves safe online.
Caring and responsibility	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.
Families and committed relationships	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.
Healthy bodies, healthy minds	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.
Coping with change	How puberty changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods and wet dreams.

Year 6

TOPIC	OVERVIEW OF CONTENT
Healthy and happy friendships	How relationships evolve as we grow, and how to cope with a wider range of emotions.
Similarities and differences	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.
Caring and responsibility	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.
Families and committed relationships	Sex education: adult relationships and human reproduction, including different ways to start a family.
Healthy bodies, healthy minds	Being the best me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.
Coping with change	Transitions, and ways to manage the increasing responsibilities and emotional effects of life changes.

Overviews of each theme

Caring and responsibility



This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

Year group	Video	Vocabulary	Lessons	
Y1	Our special people	A special person trophy	special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe	<ol style="list-style-type: none"> 1. My special people 2. How our special people care for us 3. Keeping safe
Y2	Special people in our communities	My community	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect	<ol style="list-style-type: none"> 1. Community helpers 2. When we need help 3. Our communities and groups
Y3	Responsibility and boundaries	Anita Care-More	responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding	<ol style="list-style-type: none"> 1. Being responsible 2. Responsibility and personal space 3. Caring and empathy
Y4	Rights and responsibilities	Being responsible	rights, responsibilities, respect, opportunities, entitled, agreement, rights, convention, United Nations, roles, responsibilities	<ol style="list-style-type: none"> 1. Our rights, our responsibilities 2. The UN Convention on the Rights of the Child 3. Family roles and responsibilities
Y5	Caring in the community	Caring for one another	care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement	<ol style="list-style-type: none"> 1. Changing needs 2. Feeling lonely 3. Why volunteer?
Y6	Responsible behaviour as we get older	Changes at secondary school	strengths, self-care, development, saving, bank account, responsible, irresponsible, budget, interest, transition, secondary, Independence, networks	<ol style="list-style-type: none"> 1. Taking care of myself 2. Looking after my money 3. Transition to secondary

Coping with change

This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

Year group	Video	Vocabulary	Lessons
Y1	Growing and changing How I have changed	growing, adults, babies, change, older, growing up, jobs, future	<ol style="list-style-type: none"> 1. Animal babies 2. How have we changed? 3. A future me
Y2	Growing up and setting goals Three generations	growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future	<ol style="list-style-type: none"> 1. When I am older 2. Looking at the changes ahead 3. Goals
Y3	Coping with feelings when things change When Bailey's dog died	changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions	<ol style="list-style-type: none"> 1. New changes 2. Feeling sad and showing empathy 3. Happiness
Y4	Puberty and hygiene Sweat, soap and showers	puberty, hormones, menstruation, eggs, sanitary pads, periods, hygiene, hormones, sweat, health	<ol style="list-style-type: none"> 1. What is puberty? 2. Understanding periods 3. Keeping clean as we grow and change
Y5	Puberty and emotions Elise explains: periods	hormones, menstruation, periods, sperm, eggs, ovaries, testicles, vagina, penis, puberty, emotions, hormones, changes, feelings, support, control	<ol style="list-style-type: none"> 1. Puberty 2. Puberty and emotions 3. Emotional changes: managing well
Y6	Coping with emotional effects of life changes Ask the expert: puberty	body image, reality, pressure, attributes, influence, relationships, emotions, secondary school, future, memories, reflect	<ol style="list-style-type: none"> 1. Body image 2. Puberty and changing relationships 3. Moving on

Families and committed relationships

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

Year group	Video	Vocabulary	Lessons
Y1	The importance of family My family	family, important, differences, similarities, happy, special, superhero	<ol style="list-style-type: none"> 1. My family 2. Our families 3. Superhero families!
Y2	The diversity of families Different families	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions	<ol style="list-style-type: none"> 1. Who is in a family? 2. A happy family 3. Families of all kinds
Y3	Different types of committed relationships Belonging together	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce	<ol style="list-style-type: none"> 1. Commitment and marriage 2. All change! 3. Family changes: when parents separate
Y4	Families and other relationships Spoiling the fun?	relationships, appropriate, behaviour, belonging, membership, together, family	<ol style="list-style-type: none"> 1. Different relationships: boundaries and behaviour 2. Belonging 3. Caring families
Y5	Healthy, committed relationships What is love?	relationships, healthy, diversity, commitment	<ol style="list-style-type: none"> 1. Values of healthy relationships 2. Diversity in relationships 3. It's all about commitment
Y6	Starting a family (sex education) Starting a family	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe	<ol style="list-style-type: none"> 1. Starting a family 2. The impact of having a baby 3. When is it right?

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

Year group	Video	Vocabulary	Lessons
Y1	Amazing bodies	Our bodies	body, healthy, private, penis, testicles, vulva, vagina, similar, different, health, healthy choices
Y2	Staying safe and healthy	Where would you go for help?	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind
Y3	Sleep, food and hygiene	Healthy habits	health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap
Y4	Influences and personal choices	Dealing with feelings	Influence, pressure, persuade, healthy choices, consequence, responsibility, feelings, emotions
Y5	Valuing our bodies and minds	Finding your calm	self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic
Y6	Being the best me	Ask the expert: picturing myself	self-respect, boundaries, kind, confidence, strengths, weaknesses, trolling, social media, internet, comparison, mental health, mental ill-health, wellbeing, illness, symptoms, mind

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Similarities and differences

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

Year group	Video	Vocabulary	Lessons
Y1	Recognising strengths and respecting differences	What makes us special	similarity, difference, special, unique, strengths, abilities
Y2	Strengths, abilities and stereotypes	What can you tell?	strengths, abilities, gender, stereotype, qualities
Y3	Valuing and respecting one another	You can do anything	different, equal, respect, community, values, diversity, customs, respect, feelings, values
Y4	Identity and diversity	Celebrating diversity	diversity, stereotypes, judge, judgement, point-of-view, opinion, disagree, agree
Y5	Celebrating strengths and setting goals	See me for who I am	strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety
Y6	Respectful behaviour online and offline	Noah Boundaries	online identity, communication, risk, online bullying, diversity, inclusive, differences

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Healthy and happy friendships

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

Year group	Video	Vocabulary	Lessons
Y1	Making friends and getting along A new school	friend, friendly, kind, unkind, welcoming, happy, sad, share	1. Friends 2. Kindness 3. Getting along, sharing and turn taking
Y2	What makes a happy friendship? Friends at first	happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust	1. What makes a happy friendship? 2. Personal boundaries 3. Worries
Y3	Being a good friend The friendship tree	friend, respect, values, touch, private, privacy, resilience, encouragement	1. What makes a good friend? 2. Personal space 3. Resilience
Y4	Solving friendship difficulties Peer mediators	friend, values, qualities, difficulty, compromise, communication, yes, no, boundaries, permission	1. Qualities of a good friend 2. Solving friendship difficulties 3. Personal boundaries and permission
Y5	Changing friendships Changing friendships	identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety	1. Identity 2. Peer pressure 3. Emotional health and wellbeing
Y6	Relationships and feelings Moving on	personal safety, risk, consequences, friends, change, relationships, emotions, feelings	1. Personal safety 2. Relationships and change 3. Wider emotions