

PSHE, Relationships and Sex Education, and Health Education Policy

School Tier: Ranby House

Related Policies: Curriculum Policy; Assessment, Recording and Reporting Policy; ICT policy

Helping our children to ‘Be the Best they can Be’ in all that they do.

OVERVIEW: Our Personal, Social, Health and Education programme helps our children to develop key skills embedded in our school’s Learner Profile philosophy:



Aims

The aims of PSHE and Relationships and Sex Education (RSE) at our school are to:

- Support the school’s ethos and values.
- Teach children about physical, mental health and emotional wellbeing
- Protect pupils from harm and neglect by helping them identify possible indicators.
- Help pupils identify how they can contribute positively to society
- Teach children about social and economic wellbeing.
- Prepare children for the opportunities, responsibilities and experiences of adult life.
- Help children gain the knowledge and skills they need to lead confident, healthy and independent lives.
- Aid understanding of how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up.
- Give children an understanding of the rights and responsibilities that are part of being a good citizen.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, self-esteem and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.



RANBY HOUSE

Statutory requirements

As an independent prep school, we provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

In teaching RSE, we are required to follow the statutory guidance from the DfE as outlined in section 80A of the Education Act 2002.

At Ranby House, we teach RSE as set out in this policy.

Policy development

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

1. Review – The PSHE subject coordinator collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent's consultation – The information was shared with parents who were invited to provide thoughts and feedback regarding the policy and suggested curriculum.
4. Pupil consultation – we spoke to pupils on the School Council about their thoughts and suggestions for the curriculum.
5. Ratification – once amendments were made, the policy was shared with SLT and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

In EYFS PSHE is covered within the broader area of Personal, Social and Emotional Development (PSED) one of the three prime areas of learning

Curriculum and delivery of PSHE/RSE

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

At Ranby House, our PSHE scheme (from Year 1) is designed to support the schools 'Growth Mindset' approach to learning and fosters a desire for children to think and reflect on their learning in these key areas. The Scheme covers the three main themes of:

- Health and Wellbeing
- Relationships



- Living in the Wider World.

These themes are revisited each term and every year in a progressive manner. The class teachers deliver this programme with the freedom to allocate the themes dependent on Independent Learning Projects and current events. Teachers are also encouraged to use picture books and short stories at the appropriate level to engage the children in their learning.

We recognise that not all areas of PSHE can be covered exclusively through this scheme and therefore the school supports PSHE in many aspects of the day-to-day school life. These include:

- The school's ethos and values and Pupil Charter system
- The rewards and sanctions system
- Our Growth Mindset approach to learning
- Class and Form Tutor Periods
- House Meetings
- Weekly PSHE based assemblies
- Weekly Chapel Services
- Our Religious Studies Programme
- Science lessons and cross curricular opportunities.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Studies (RS).

Year 6 pupils also receive stand-alone sex education sessions delivered by trained and confident staff.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Our Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board

The governing board has delegated the approval of this policy to the Headmaster of Ranby House and SLT members.



The Head teacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Mrs F. Exley is Subject Coordinator for PSHE inc. RSE.

Pupils and Inclusion

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Our PSHE lessons are taught in inclusive environments and with sensitivity to the needs of each individual. Learning is broken down into smaller steps and content is revisited and reinforced as necessary. Lessons include different sensory experiences as necessary.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff receive training on the delivery of RSE and are encouraged to pursue any further professional development they feel they require.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Mrs F. Exley (PSHE coordinator) through:

- Planning scrutinies
- Learning Walks
- Pupil Voice Activities



RANBY HOUSE

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Deputy Head. At every review, the policy will be approved by the Headteacher along with the SLT.

Appendix 1: Curriculum map: Relationships and sex education curriculum map

Nursery



RECEPTION LTP - PHSE

In EYFS, PSHE is covered within the broader area of Personal, Social and Emotional Development (PSED), one of the three prime areas of learning. At this stage, the children are constantly developing their personal, social and emotional skills through their navigation of school life. This is supported by our behaviour management system, emotional check-ins and regulation areas within the classroom. The children also take part in specific teacher led lessons, focusing on key concepts to support their personal, social and emotional development.

Schemes taken from Teacher's Pet website – 2025

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme:	Being Me in My World	Theme:	Celebrating Difference	Theme:	Dreams and Goals	Theme:	Healthy Me	Theme:	Relationship	Theme:	Changing Me
Wk1	Who... Me?!	Wk1	What am I good at?	Wk1	Challenge	Wk1	Everybody's Body	Wk1	My family and Me!	Wk1	My Body
Wk2	How am I feeling today?	Wk2	I'm special, I'm me!	Wk2	Never giving up	Wk2	We like to move it, move it!	Wk2	Make friends, never ever break friends	Wk2	Respecting my body
Wk3	Being at Nursery	Wk3	Families	Wk3	Setting a goal	Wk3	Food Glorious Food	Wk3	Make friends, never ever break friends	Wk3	Growing up
Wk4	Gentle Hands	Wk4	Houses and Homes	Wk4	Obstacles and Support	Wk4	Sweet Dreams	Wk4	Falling out and Bullying – Part 1	Wk4	Growth and Change
Wk5	Our Rights – Charter	Wk5	Making Friends	Wk5	Flight to the future	Wk5	Keeping Clean	Wk5	Falling out and Bullying – Part 2	Wk5	Fun and Fears
Wk6	Our responsibilities	Wk6	Standing up for yourself	Wk6	Award Ceremony	Wk6	Stranger Danger	Wk6	Being the best friend we can be	Wk6	Celebration



Autumn 1- The Weather Gnomes

The Weather Gnomes resources provide a unique and engaging way for children to develop their emotional intelligence and wellbeing skills. This will help children to better understand their emotions, identify situations that cause them to feel different emotions, and develop strategies for self-regulation.

This colourful rhyming story introduces children to all 8 of our Weather Gnomes, covering the emotions happiness, sadness, anger, worry, excitement, surprise and calm, as well as our BIG feelings character, Rainbow. Throughout the story, the Weather Gnomes will share about how their emotion makes them feel on the inside, what it looks like on the outside and share simple self-regulation strategies for these emotions...

ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Show sensitivity to their own and to others' needs.

Week 1	What are the different emotions?
Week 2	What makes us feel these emotions?
Week 3	What do our bodies feel like? What does it look like?
Week 4	How can we talk about and share our feelings?
Week 5	How do we manage big feelings?
Week 6	How can we recognise and help someone with big feelings?

Autumn 2- Happy Hearts Club

Welcome to the Happy Hearts Club toy shop, where lots of children can be seen waiting patiently outside to receive their perfect pal. Shop owner Celeste's special pets were created to become a forever friend, to teach and guide children in their wellbeing and mental health. The toys are carefully selected by Celeste to support the child with the problems that they share with her. Once the children take their toy home, their pet teaches them lots of skills to help them overcome the everyday situations that they struggle with.

ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Week 1	Routine and Self Care
Week 2	Friendship and Loyalty
Week 3	Being calm and mindful
Week 4	Self-esteem and confidence
Week 5	Patience and Persistence
Week 6	Expressing feelings and emotions

Spring Term - Wellbeing Monsters



The scheme of work will promote the wellbeing of all children themed around monsters and the place in which they live. The teaching and learning sequence is planned so that children can be introduced to each theme and then develop their understanding and use or embed knowledge and vocabulary.

ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Show sensitivity to their own and to others' needs.

Week 1	Self-esteem
Week 2	Overcoming Worry
Week 3	Growth Mindset
Week 4	Friendship
Week 5	Hobbies and Interests
Week 6	Dealing with Anger
Week 7	Thoughts aren't facts
Week 8	Problem Solving
Week 9	Dealing with Anxiety
Week 10	Self-care
Week 11	Self-love

Summer Term 1 - Mindful Minibeasts

Mindful Minibeasts will support children's wellbeing in the classroom and develop a growth mindset. Each week, the children will meet a new minibeast, and listen as the characters learn a new skill to support their mental health.

ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Week 1	Embracing imperfection
Week 2	Spreading Joy
Week 3	Embracing change
Week 4	Practicing patience
Week 5	Seeking support
Week 6	Celebrating Uniqueness



Summer Term 2 - Transition

This topic will prepare children for their move into Year One. The children will explore their new environment, meet their new teachers and think about and look forward to the exciting changes to come.

ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

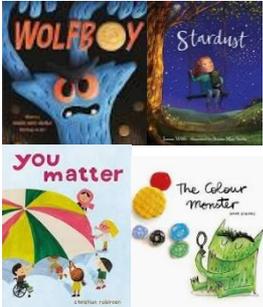
Week 1	Anticipating Change
Week 2	Exploring a new environment
Week 3	Meeting new people
Week 4	Aspirations
Week 5	Reflection

Year 1 – 6 Long term plans for PSHE

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical and mental wellbeing	Growing and changing	Keeping safe
1	Roles of different people; families; feeling cared for	Rec. privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	What makes them unique; feelings; when things go wrong	How rules and age restrictions help us; keeping safe online
2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Rec. similarities and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; keeping healthy inc. teeth; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
3	What makes a family; features of family life	Personal boundaries; safely responding to others; impact of hurtful behaviour	Rec. respectful behaviour; the importance of self-respect; being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
4	Positive friendships including online	Responding to hurtful behaviour; managing confidentiality; rec. risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; rec. individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
5	Managing friendships and peer influence	Physical contact and feeling safe	Expressing opinions and respecting other points of view; discussing topical issues	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests; aspirations; what influences career choices; workplace stereotypes	Habits; medicines, vaccines and allergies	Physical and emotional changes in puberty; support; external genitalia; personal hygiene	Keeping safe in different situations; responding to emergencies, first aid and FGM
6	Attraction to others; romantic relationships; civil partnership and marriage	Rec. and managing pressure; consent in different situations	Responding respectfully to a wide range of people; rec. prejudice and discrimination	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; financial risks	Mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use

Year 1 PSHE Planning overview

Topic	Pupils should learn....	Resources/links
<p>Families and friendships</p> <p>Roles of different people; families; feeling cared for</p>	<ul style="list-style-type: none"> about people who care for them the role these different people play and how they care for them what it means to be a family and how these are different about the importance of telling someone if they are worried about their family 	<p>PSHE Association – Families</p> <p>Medway Public Health Directorate- Changing and growing up</p> <p>NSPCC – Talk PANTS</p>
<p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission</p>	<ul style="list-style-type: none"> about situations when somebody’s body or feelings might be hurt and who to go to for help about what it means to keep something private, including body parts to identify different types of touch and how they feel (e.g. hugs, tickles, punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission 	<p>PSHE Association- Consent</p> <p>NSPCC – Talk PANTS</p> 
<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</p>	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out of school how behaviour can make other people feel about what respect means about class rules, being polite, sharing, taking turns 	<p>PSHE Association – Friendship and bullying, Learning and Playing Together</p> 
<p>Belonging to a community</p> <p>What rules are; caring for others’ needs; looking after the environment</p>	<ul style="list-style-type: none"> about examples of rules in different situations that different people have different needs how we care for animals and living things in different ways how they can look after the environment (recycling) 	<p>Environment Agency – Caring for the Environment</p> <p>PSHE Association – Belonging and Community</p> 
<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p>	<ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely online 	<p>BBFC - 'Watch Out! Helping to make good viewing choices'</p>
<p>Money and work</p> <p>Strengths and interests; jobs in the community</p>	<ul style="list-style-type: none"> that everyone has different strengths about how different strengths and interests are needed to do different jobs about whose job it is to help us in the community about different jobs and the work people do 	<p>PSHE Association – Careers/Jobs/Qualities</p> <p>BBFC - 'Watch Out! Helping to make good viewing choices'</p>

<p>Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves daily • about basic hygiene routines (hand washing) • about healthy/unhealthy foods • about physical activity and how it keeps us healthy • about different types of play including screen based • about people who can help us to stay healthy • how to keep safe in the sun 	<p>PSHE Association: Health Education Dental Health Keeping Safe: Sun safety</p> 
<p>Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes and dislikes • how to manage when they find things difficult, or they go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave 	<p>PSHE Association – Mental Health and Wellbeing, Personal Identity, Embracing Challenge Medway Public Health Directorate – Changing and Growing Up ‘Kindness Is a Superpower’ https://youtu.be/6P-Y M9q7RM</p> 
<p>Keeping Safe How rules and age restrictions help us; keeping safe online</p>	<ul style="list-style-type: none"> • how rules help to keep us safe • why some things have age restrictions (toys, TV, games) • basic online safety rules • who to tell if they see something online that makes them scared or unhappy 	<p>Thinkuknow: Jessie and Friends BBFC - ‘Watch Out! Helping to make good viewing choices’</p>

Year 2 PSHE Planning overview

Topic	Pupils should learn....	Resources/links
<p>Families and friendships Making friends; feeling lonely & getting help</p>	<ul style="list-style-type: none"> • How to be a good friend (kindness, honesty, listening) • About different ways that people meet and make friends • Strategies for positive play (joining in, inclusion) • About what causes arguments • How to positively resolve arguments • How to recognise and ask for help when they are lonely/unhappy 	<p>PSHE Association – Friendship and bullying, Learning and Playing Together</p>
<p>Safe relationships Managing secrets; resisting pressure & getting help; rec. hurtful behaviour</p>	<ul style="list-style-type: none"> • How to recognise hurtful behaviour • What to do and who to tell if they see/experience hurtful behaviour • What bullying is and different types • How someone feels if they are bullied • About the difference between happy surprises & secrets that make them worried • How to resist pressure to do something unsafe/uncomfortable • How to ask for help if they feel unsafe/worried 	<p>PSHE Association – Friendship and bullying, Consent</p> <p>NSPCC – Talk PANTS</p> <p>Thinkuknow – Jessie and Friends</p>
<p>Respecting ourselves and others Rec. Things in common & differences; playing & working cooperatively; sharing opinions</p>	<ul style="list-style-type: none"> • About the things they have in common with others • How friends can have similarities/differences • How to play and work cooperatively • How to share ideas & listen to others; share opinions; give reasons 	<p>PSHE Association – Friendship and bullying</p>
<p>Belonging to a community Belonging to a group; roles & responsibilities; being the same & different in a community</p>	<ul style="list-style-type: none"> • About being a part of different groups (class, teams, faith) • About different rights & responsibilities they have in school/wider communities) • About how a community can help people feel included • To recognise that they are equal/same/different to others in their community 	<p>PSHE Association – Belonging and Community</p>
<p>Media literacy and Digital resilience The internet in everyday life; online content & information</p>	<ul style="list-style-type: none"> • The ways in which people can access the internet (phones, computers) • To recognise the purpose and value of the internet in everyday life • To recognise that some content online is factual and some is for entertainment • That information online might not always be true 	<p>BBFC - 'Watch Out! Helping to make good viewing choices'</p>
<p>Money and work What money is; needs & wants; looking after money</p>	<ul style="list-style-type: none"> • About what money is and its different forms (coins, electronic) • How money can be kept and looked after • About getting, saving and spending money • That people are paid for their jobs • Recognise the difference between needs and wants • How people make choices about spending 	

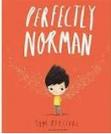
<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines & keeping healthy; keeping teeth healthy; managing feelings & asking for help</p>	<ul style="list-style-type: none"> • About routines and habits for maintaining good health • Why sleep and rest are important • That medicines can help people stay healthy/manage allergies • The importance of brushing teeth/visiting the dentist • About food and drink that affect teeth • How to describe feelings • Ways to feel good/calm down/change mood (play, music) • How to manage big feelings (loss, change, bereavement) • When and how to ask for help 	<p>PSHE Association – Health Education, The Sleep Factor, Mental Health & Wellbeing, Dental Health, Drug and Alcohol Education</p> <p>Winston’s Wish – Loss and bereavement</p> 
<p>Growing and Changing</p> <p>Growing older; naming body parts; moving class or year</p>	<ul style="list-style-type: none"> • About the human life cycle and how people grow • How our needs change as we grow up • To identify and name the main body parts (external genitalia) • About change as people grow up including opportunities & responsibilities • Preparing to move to a new class/setting goals 	<p>Medway Public Health Directorate – Changing and Growing Up</p> <p>NSPCC – Talk PANTS</p> 
<p>Keeping Safe</p> <p>Safety in different environments; risk & safety at home; emergencies</p>	<ul style="list-style-type: none"> • How to recognise risk and identify unsafe situations (water, rail, medicines, electricity, fire) • How to help themselves in school, online and in the wider environment • How to respond in an accident/if someone is hurt • About whose job it is to keep us safe and how to get help 	<p>PSHE Association – Drug and Alcohol Education, Keeping Safe at home, Sun safety</p> 

Year 3 PSHE Planning overview

Topic	Pupils should learn....	Resources/links
<p>Families and friendships</p> <p>What makes a family; features of family life</p>	<ul style="list-style-type: none"> To recognise and respect different types of families (single, same sex parents, stepparents, adopted) That being part of a family provides support & love About the positive aspects of being a family About the ways people care for each other Identify when family might be upset or worried What to do/who to tell if they are worried/feel unsafe 	<p>PSHE Association – Families, Committed Relationships</p> <p>NSPCC – Talk PANTS</p> 
<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<ul style="list-style-type: none"> What is appropriate to share with friends, family, groups About privacy and personal boundaries Strategies to keep safe online That bullying and hurtful behaviour are unacceptable About the effects and consequences of bullying What to do/who to tell if they see/experience bullying/hurtful behaviour 	<p>PSHE Association – Friendship and bullying</p> <p>Our Class – Caring Friendships</p>
<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; being polite</p>	<ul style="list-style-type: none"> To recognise respectful behaviours How to model respectful behaviour The importance of self-respect What it means to be polite The ways in which people show respect in wider society/different cultures 	<p>PSHE Association – Friendship and bullying</p> 
<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p>	<ul style="list-style-type: none"> The reasons for laws and rules The importance of law abiding/what happens when they are broken What human rights are To identify basic human rights About how they have rights and responsibilities 	<p>PSHE Association – Belonging and Community, Consent</p> <p>Environment Agency – Caring for the Environment</p> 



<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p>	<ul style="list-style-type: none"> • How the internet can be used positively for leisure, school and work • To recognise that images and information online can be altered • Strategies to recognise what they see online is true • To evaluate suitability of games/websites for their age • To make safe, reliable choices • How to report something that concerns them 	
<p>Money and work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<ul style="list-style-type: none"> • About jobs people do including charity work • That people can change jobs • About gender misconceptions/stereotypes and to challenge • About the skills needed such as teamwork • To recognise how interests and skills relate to jobs • How to set goals 	<p>LOUD! Network – Job skills, influences and goals</p> <p>Environment Agency – Flood Alert, Caring for the Environment and Careers</p>

<p>Physical health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p>	<ul style="list-style-type: none"> • About the choices people make that can affect their health • To identify healthy/unhealthy choices • What can influence choices • The positive and negative effects of choices on health • What a healthy diet is • That regular exercise has positive effects of mental and physical health • About things that positively and negatively affect feelings • Strategies to identify and talk about feelings • About different ways to express feelings • To recognise how feelings can change over time 	<p>PSHE Association: Health Education, Mental Health & Wellbeing</p> 
<p>Growing and Changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p>	<ul style="list-style-type: none"> • That everyone is unique and has valuable contributions to make • To recognise how strengths and interests form part of identity • How to identify own strengths • To recognise challenges to self-worth (friendships, schoolwork) • Strategies to manage setbacks 	<p>PSHE Association – Personal Identity, Embracing Challenge</p> 
<p>Keeping Safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>	<ul style="list-style-type: none"> • How to identify hazards at home and in school • How to predict, assess and manage risk (crossing the road, in a kitchen) • About fire safety • The importance of following safety rules • How to keep safe on roads, near water and fireworks 	<p>PSHE Association – Drug and Alcohol Education, Keeping Safe at home</p> <p>Environment Agency – Canal and river safety</p>

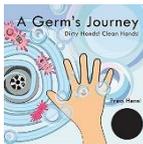
Year 4 PSHE Planning overview

Topic	Pupils should learn....	Resources/links
Families and friendships Positive friendships including online	<ul style="list-style-type: none"> About the features of positive friendships such as mutual respect, trust and sharing interests Strategies to build positive friendships How to communicate respectfully (including online) How knowing someone online differs from face to face What to do/who to tell if they are worried 	Our Class – Caring Friendships PSHE Association – Friendship and bullying
Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	<ul style="list-style-type: none"> To differentiate between playful teasing, hurtful behaviour and bullying How to respond if they witness or experience the above Recognise the difference between ‘playful’ dares and those which put people at risk/make them uncomfortable How to manage pressures associated with dares When it is right to keep or break a confidence or share a secret How to recognise risks online How people may behave differently online How to report concerns about someone’s behaviour including online 	Our Class – Caring Friendships PSHE Association – Friendship and bullying, Consent NSPCC – Talk PANTS
Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively	<ul style="list-style-type: none"> To recognise differences such as gender, race, faith To recognise what they have in common with others (values, likes, hopes) About the importance of respecting similarities and differences A vocabulary to sensitively discuss difference 	PSHE Association – Friendship and bullying
Belonging to a community What makes a community; shared responsibilities	<ul style="list-style-type: none"> The meaning and benefits of living in a community To recognise that they belong to different communities About the groups that make up communities About individuals that help communities (volunteers, workers) How to show compassion towards those in need 	RSPCA – Compassionate class KS2
Media literacy and Digital resilience How data is shared and used	<ul style="list-style-type: none"> That everything online has a digital footprint That organisations can use personal information To recognise online adverts To compare content for factual purposes and advertising Why people choose to buy or not from adverts That search results are ordered based on popularity 	
Money and work Making decisions about money; using and keeping money safe	<ul style="list-style-type: none"> How people make spending decisions based on needs, values and budget How to keep track of money and spending About different ways to pay and reasons why That how people spend can have positive/negative effects (charity, plastic bags) 	 PSHE Association – Money, Gambling

<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<ul style="list-style-type: none"> To identify factors that maintain a balanced, healthy lifestyle, physically and mentally What good physical health means and how to recognise illness That some illnesses can be prevented and/or treated easily How to maintain oral hygiene/dental health 	<p>PSHE Association – Health Education, Dental Health</p> 
<p>Growing and Changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>	<ul style="list-style-type: none"> About personal identity including race, gender, family, faith, culture, hobbies, likes/dislikes How to recognise, respect and express their individuality and personal qualities Ways to boost their mood and improve mental wellbeing including interests, hobbies, groups 	<p>PSHE Association – Mental Health and wellbeing, Personal identity, Embracing Challenge</p> 
<p>Keeping Safe</p> <p>Medicines and household products; drugs common to everyday life including smoking</p>	<ul style="list-style-type: none"> The importance of taking medicines correctly/using household products safely To recognise what is meant by a ‘drug’ That alcohol/smoking/vaping can affect health and wellbeing To identify risks associated with the above including addiction How to ask for help and advice 	<p>PSHE Association – Drug and Alcohol Education, Keeping Safe at home</p> 

Year 5 PSHE Planning Overview		
Topic	Pupils should learn....	Resources/links
<p>Families and friendships</p> <p>Managing friendships and peer influence</p>	<ul style="list-style-type: none"> • What makes a healthy friendship and how they make people feel included • Strategies to help someone feel included • About peer influence and how it can make people feel or behave • The impact of the need for peer approval in different situations • Strategies to manage peer influence and approval (exit strategies and assertive communication) • That it is common for friendships to experience challenges • Strategies to positively resolve disputes and reconcile differences • That friendships can change over time • How to recognise if a friendship makes them feel unsafe or uncomfortable • When and how to seek support 	<p>Internet Matters – Digital Matters</p> <p>Our Class – Caring Friendships</p> <p>PSHE Association – Friendship and Bullying</p> 
<p>Safe relationships</p> <p>Physical contact and feeling safe</p>	<ul style="list-style-type: none"> • To identify what physical touch is acceptable/unacceptable, wanted/unwanted • How to ask for and give/not give permission for physical contact • That it is not someone’s fault if they experience unwanted contact • That no one should ask them to keep a secret that makes them uncomfortable • Who to tell if they are worried/concerned 	<p>Our Class – Caring Friendships</p> <p>NSPCC – Talk PANTS, Consent</p> <p>GHLL – Understanding Consent</p> 
<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p>	<ul style="list-style-type: none"> • About the links between values and behaviour and how to be a good role model • How to discuss issues respectfully • How to listen and respect other points of view • How to constructively challenge points of view they disagree with • Ways to participate effectively in discussions and manage conflict 	<p>Internet Matters – Digital Matters</p> 
<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p>	<ul style="list-style-type: none"> • About how resources are allocated and the effect on individuals, communities and the environment • The importance of protecting the environment and how everyday actions can support or damage it • How to show compassion for the environment, animals and other living things • About the way money is spent and how it affects the environment • To express their own opinions about their responsibility towards the environment 	<p>Premier League Primary Stars KS2 PSHE</p> <p>Tackling Plastic Pollution with Sky Ocean Rescue</p> 

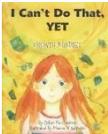


<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p>	<ul style="list-style-type: none"> • To identify different types of media and their purposes (entertain, persuade, inform, advertise) • Basic strategies to assess whether content is biased/opinion/fact • That some content promotes stereotypes • How to assess reliable searches • To recognise unsafe content • How devices store and share information 	<p>Guardian Foundation and National Literacy Trust – Newswise</p> <p>City of London Police – Cyber Detectives</p> <p>Internet Matters – Digital Matters</p> <p>PSHE Association – Exploring Risk</p> 
<p>Money and work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<ul style="list-style-type: none"> • To identify jobs they might like to do • About the role ambition can play in the future • How or why people choose certain careers • The importance of diversity and inclusion • About stereotypes in the workplace • That there is a variety of routes into work 	
<p>Physical health and Mental wellbeing</p> <p>Habits; medicines, vaccines and allergies</p>	<ul style="list-style-type: none"> • Healthy sleep strategies and how to maintain them • That bacteria and viruses can affect health • How they can prevent the spread of disease • To recognise the shared responsibility for keeping a clean environment 	<p>PSHE Association – Drug and alcohol Education</p> 
<p>Growing and Changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene</p>	<ul style="list-style-type: none"> • How to identify external genitalia and reproductive organs • About the physical and emotional changes during puberty • Key facts about the menstrual cycle, menstrual wellbeing and strategies to manage • The importance of personal hygiene routines • How to discuss challenges, get information and advice 	<p>Medway Public Health Directorate – Changing and Growing Up</p>
<p>Keeping Safe</p> <p>Keeping safe in different situations; responding to emergencies, first aid and FGM</p>	<ul style="list-style-type: none"> • To identify when situations are risky or unsafe • To identify where they can take responsibility for their own safety • To differentiate between positive risk and dangerous behaviour • How to deal with common injuries/basic first aid • How to respond in an emergency • That FGM is against the law 	<p>St John Ambulance: First Aid Training in School</p>

Year 6 PSHE Planning Overview

Topic	Pupils should learn....	Resources/links
<p>Families and friendships</p> <p>Attraction to others; romantic relationships; civil partnerships and marriage</p>	<ul style="list-style-type: none"> • What it means to be attracted to someone and different kinds of relationships • That people who love each other can be of any gender, ethnicity or race • The difference between gender identity and sexual orientation • About the qualities of healthy relationships • Ways in which people show commitment including marriage • What marriage and civil partnership mean • That forced marriage is illegal • That people have rights to choose 	<p>Medway Public Health Directorate Primary RSE</p>  <p>Grandad's Camper</p> <p>PSHE Association – Committed Relationships</p>
<p>Safe relationships</p> <p>Recognising and managing pressure; consent in different situations</p>	<ul style="list-style-type: none"> • To compare features of healthy/unhealthy friendships • About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • Strategies to respond to pressure from friends including online • How to assess the risk of online challenges and dares • How to recognise and respond to pressure from others that makes them uncomfortable • How to get advice and report concerns about personal safety • What consent means and how to give/not give in different situations 	<p>Thinkuknow – Play Like Share</p> <p>Internet Matters – Digital Matters</p> <p>Our Class – Caring Friendships</p> <p>GHLL – Understanding Consent</p> <p>PSHE Association – Friendship and Bullying, Consent</p>
<p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<ul style="list-style-type: none"> • To recognise that everyone should be treated equally • Why it is important to listen and respond respectfully to a wide range of people • What discrimination means and different types (racism, sexism, homophobia) • To identify bullying and discrimination of groups including online • The impact of discrimination • Ways to challenge discrimination • How to report discrimination online 	<p>PSHE Association – Friendship and Bullying</p> <p>Internet Matters – Digital Matters</p> <p>Our Class – Caring Friendships</p> <p>Coram Life Education - 'The Belonging Toolkit'</p> 
<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p>	<ul style="list-style-type: none"> • What prejudice means • To differentiate between prejudice and discrimination • How to recognise acts of discrimination • Strategies to safely respond to and challenge discrimination • How to recognise stereotypes in different situations • How stereotypes are perpetuated 	<p>Changing Faces – A World of Difference</p> <p>PSHE Association – Belonging and Community</p>
<p>Media literacy and Digital resilience</p> <p>Evaluating media sources; sharing things online</p>	<ul style="list-style-type: none"> • About the benefits of safe internet use (learning, connecting, communicating) • How and why images online might be manipulated and how to recognise • Why people choose to use social media and some of the risks involved 	<p>Internet Matters – Digital Matters</p> <p>BBFC – Let's Watch a Film – Making Choices</p> <p>Cybercafe - fun ict game for kids by GridClub</p>



	<ul style="list-style-type: none"> • That social media sites have age restrictions and regulations • The reasons why some online content is not appropriate and how to recognise • How online content can manipulate emotions • Rules and laws about online sharing • How to report issues 	<p>There are 6 topics that get covered here. If they use the website properly, each topic should take a lesson to complete, and make notes.</p> <ol style="list-style-type: none"> 1. Email 2. Sms/texting messages 3. Instant messaging 4. Online forums 5. Web browsing 6. Personal online space <p>PSHE Association – Exploring Risk</p>
<p>Money and work</p> <p>Influences and attitudes to money; money and financial risks</p>	<ul style="list-style-type: none"> • About the role that money plays in people’s lives, attitudes towards it and what influences decisions • About value for money and how to judge • How to be a critical consumer • How money can impact emotions, health and wellbeing • Risks associated with money (gambling, fraud, debt) 	<p>The washing machine game.</p> <p>PSHE Association – Money, Gambling</p>
<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>	<ul style="list-style-type: none"> • That mental health is as important as physical health • To recognise that mental ill health can affect anyone • How negative experiences can affect mental health • Positive strategies for managing feelings and to foster positive habits • How difficulties can be resolved with help and support • Who and where to go to for help and support • About the feelings of loss or grief • Strategies to cope with loss or change • How balancing time spent online with other activities will benefit their wellbeing 	<p>PSHE Association – Mental Health and Wellbeing, Embracing Challenge</p> <p>Every Mind Matters</p> <p>Winston’s Wish – Loss and Bereavement</p> <p>Guardian Foundation and National Literacy Trust – NewsWise</p> <p>Internet Matters – Digital Matters</p> 
<p>Growing and Changing</p> <p>Human reproduction and birth; increasing independence; managing transitions</p>	<ul style="list-style-type: none"> • That for some people their gender identity does not correspond with their biological sex • To recognise some of the changes as they grow up • About what being more independent might be like • About the transition to secondary school and their feelings • How relationships may change as they grow up/move schools • Identify the links between love, relationships and conception • What sexual intercourse is • How pregnancy occurs • That pregnancy can be prevented • About the responsibilities of being a parent 	<p>Medway Public Health Directorate – Changing and Growing Up</p> <p>NSPCC Talk Relationships</p> 
<p>Keeping Safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law</p>	<ul style="list-style-type: none"> • How to protect personal information online • To identify risks when giving information online • Why age restrictions are important • About the risks and effects of different drugs • About the laws relating to drugs 	<p>PSHE Association – Drug and Alcohol Education</p> <p>Internet Matters – Digital Matters</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults



TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

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

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