

Relationships and Sex Education Policy



Approved by:	Governing Body	Date: Summer 2025
Next review due by:	Summer 2026	

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- 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, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a Junior academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We offer all pupils an RSE Curriculum which meets the needs of the requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

In partnership with the adjoining Infant school we have gone through a consultation process with parents and carers to design a RSE curriculum that meets the needs of the community and the requirements as set out above.

3. 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 – a working group was created from volunteers from both the Infant and Junior Academies. A review of current curriculum content was conducted.
2. Parent/stakeholder consultation – The working party created a provisional curriculum content map and ensured that all statutory requirements were met. This provisional curriculum was then sent out to all interested parents/carers for review. Comments received were shared and discussed to enable the working party to finalise their proposed curriculum.
3. Ratification – once amendments were made, the policy was shared with the Headteachers of both Academies. The headteachers were then able to share the policy with governors to be ratified.

4. 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 or a sexual orientation

5. Curriculum

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

We have developed the curriculum 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.

6. Delivery of RSE

RSE is taught within the relationships and health education curriculum (PSHE). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions.

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

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).

Lessons are delivered by the class teacher in mixed gender classes,

Correct terminology for body parts will be taught from KS1.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

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

7.3 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 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. RSE is taught by the child's class teacher in mixed sex groups.

7.4 Pupils

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

8. Parents' right to withdraw

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

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

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

9. Training

Staff are trained on the delivery of RSE as part of their continuing professional development calendar.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by A Chapman through:

- learning walks
- discussions with teachers
- discussions with children
- book looks

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

This policy will be reviewed by the Governing Body. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

We (along with Signhills Infant Academy) follow the Medway Scheme for our specific Relationships and sex education lessons.

Our provision at Signhills Academy for specific Relationships and sex education builds on the work that the children do at Signhills Infant Academy. Their lessons include:-

- My Special People
- Growing up: the human life cycle
- Everybody's body

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
3	Summer Term 2	See Appendix 3 – Signhills PSHE Scheme - for coverage of Relationships Education within weekly PSHE lessons throughout the school year. This includes work on families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. Medway Scheme Lessons • What makes a good friend? This lesson builds on pupils' learning from KS1 about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. • Falling out with friends. It is important to understand that sometimes even good friends can have disagreements or fall outs. In this lesson, pupils will learn ways to manage this if it happens to them. Pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.	1-Decision Website Resources, videos and online content

4	Summer Term 2	See Appendix 3 – Signhills PSHE Scheme - for coverage of Relationships Education within weekly PSHE lessons throughout the school year. This includes work on families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. Medway Scheme Lessons • Puberty: Time to change – this lesson focusses on some of the external changes that happen to the body • Puberty: Menstruation – this lesson focusses in more detail on some of the external and internal changes that happen to the human body.	1-Decision Website – Resources, videos and online content
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5	Summer Term 2	See Appendix 3 – Signhills PSHE Scheme - for coverage of Relationships Education within weekly PSHE lessons throughout the school year. This includes work on families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. Medway Scheme Lessons • Puberty: Recap from Year 4 puberty lessons • Puberty: Physical Hygiene – this lesson helps pupils to recognize the importance of personal hygiene during puberty and to consider some of the questions young people may have about the physical changes during puberty. • Puberty: Emotions and Feelings – the focus here is looking in more detail on some of the emotional changes that may take place during puberty and to outline some of the changes may occur in friendships and other relationships. It also teaches pupils where and how to get help and support.	1-Decision Website – Resources, videos and online content
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6	Summer Term 2	See Appendix 3 – Signhills PSHE Scheme - for coverage of Relationships Education within weekly PSHE lessons throughout the school year. This includes work on families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. Medway Scheme Lessons • Puberty: Recap and Review – this lesson will consolidate pupils' previous learning about puberty (and include wet dreams) at a level specifically aimed at Year 6 pupils in preparation for learning about how babies are made. It will revisit vocabulary used in later lessons • Puberty: Change and Becoming independent – this lesson extends thinking about puberty and the concept of change throughout our lives. It explores some of the feelings associated with change. It helps pupils consider changes that might occur alongside puberty including moving to secondary school and the new roles and responsibilities that this might bring. • Positive, Healthy Relationships – this lesson will increase pupils' understanding of what is meant by a positive, healthy and loving relationship and this is an important part of safeguarding their health and well-being. They will look at different kinds of relationships and the values, expectations and responsibilities within healthy, positive relationships. Pupils will also explore some ways that changing relationships can be managed ensuring behavior is respectful even when things do change. • How Babies are Made – By year 6 it is likely that some children will have an idea about how babies are made and it is possible that they may have some misconceptions. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson will emphasise that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE as part of the wider PSHE curriculum.	1-Decision Website – Resources, videos and online content
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Appendix 2: By the end of KS2 pupils should know:

Relationships Education:

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	Pupils should know:- • 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. (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.) • 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	Pupils should know:- • 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	Pupils should know:- • 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.
Online Relationships	Pupils should know:- • 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	Pupils should know:- • 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.
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From the Health Education section:

Changing adolescent body

Pupils should know:

- 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

Appendix 3 Signhills PSHE Scheme

AUTUMN 1 - Families and People Who Care for Me & Caring Friendships

Year 3	Year 4	Year 5	Year 6
FAMILY - that families are important for children growing up because they can give love, security and stability	FAMILY – the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members	FAMILY – the characteristics of healthy family life, the importance of spending time together and sharing each other’s lives	FAMILY – that other’s families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and that other children’s families are characterised by love and care
FAMILY – who are the special people in your family?	FAMILY – why is your family so special to you?	FAMILY – 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	FAMILY – that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (opposite sex and same sex couples)
FAMILY – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	FAMILY – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	FAMILY – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	FAMILY – how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
FRIENDSHIPS – how important friendships are in making us feel happy and secure	FRIENDSHIPS – how people choose and make friends	FRIENDSHIPS – the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, and experiences and support with problems and difficulties	FRIENDSHIPS – that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- FRIENDSHIPS – that most friendships have ups and downs and that these can often be worked through so that the friendship is often repaired or even strengthened, and that resorting to violence is never right - FRIENDSHIPS – 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	- FRIENDSHIPS – that most friendships have ups and downs and that these can often be worked through so that the friendship is often repaired or even strengthened, and that resorting to violence is never right - FRIENDSHIPS – 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	- FRIENDSHIPS – that most friendships have ups and downs and that these can often be worked through so that the friendship is often repaired or even strengthened, and that resorting to violence is never right - FRIENDSHIPS – 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	- FRIENDSHIPS – that most friendships have ups and downs and that these can often be worked through so that the friendship is often repaired or even strengthened, and that resorting to violence is never right - FRIENDSHIPS – 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

AUTUMN 2 - Respectful Relationships & Being Safe

Year 3	Year 4	Year 5	Year 6
RESPECT - 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	RESPECT - the conventions of courtesy and manners	RESPECT - the importance of self-respect and how this links to their own happiness	RESPECT - 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
RESPECT - practical steps they can take in a range of different contexts to improve or support respectful relationships	RESPECT - Practical steps to show courtesy and manners	RESPECT - practical steps to develop and improve self-respect	RESPECT - what a stereotype is, and how stereotypes can be unfair, negative or destructive
RESPECT - 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	RESPECT - 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	RESPECT - 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	RESPECT - 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
RESPECT - the importance of permission-seeking and giving in relationships with friends, peers and adults	RESPECT - the importance of permission-seeking and giving in relationships with friends, peers and adults	RESPECT - the importance of permission-seeking and giving in relationships with friends, peers and adults	RESPECT - the importance of permission-seeking and giving in relationships with friends, peers and adults
BEING SAFE - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	BEING SAFE - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	BEING SAFE - 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	BEING SAFE - 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

<u>NSPCC SMARTY PANTS - WHOLE SCHOOL INITIATIVE COVERED IN ASSEMBLY AND FOLLOW UP IN CLASSES (COVERING THE FOLLOWING OBJECTIVES AS DETAILED BELOW...)</u>			
• 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	• 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	• 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	• 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
• BEING SAFE - 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, for example family, school or other sources	• BEING SAFE - 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, for example family, school or other sources	• BEING SAFE - 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, for example family, school or other sources	• BEING SAFE - 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, for example family, school or other sources

SPRING 1 - Mental Wellbeing

Year 3	Year 4	Year 5	Year 6
<u>MENTAL WELLBEING</u> - 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	<u>MENTAL WELLBEING</u> - that mental wellbeing is a normal part of daily life, in the same way as physical health - 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	<u>MENTAL WELLBEING</u> - that mental wellbeing is a normal part of daily life, in the same way as physical health - 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	<u>MENTAL WELLBEING</u> - that mental wellbeing is a normal part of daily life, in the same way as physical health - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	- 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 are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	- 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 are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is 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 - Reiterate where/how to seek support	- it is 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 - Reiterate where/how to seek support	- it is 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 - Reiterate where/how to seek support	- it is 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 - Reiterate where/how to seek support

SPRING 2 - Physical Health and Fitness & Healthy Eating: (Split the half term in 2 and focus on each set of objectives)

Plan a weekly exercise timetable and see if you can stick to it (discuss the other pointers)

Learn about nutrition and plan and prepare a healthy snack (discuss the other pointers)

Year 3	Year 4	Year 5	Year 6
<u>PHYSICAL HEALTH AND FITNESS</u> - 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 (not sleeping) - how and when to seek support including which adults to speak to in school if they are worried about their health	<u>PHYSICAL HEALTH AND FITNESS</u> - 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 (unfit) - how and when to seek support including which adults to speak to in school if they are worried about their health	<u>PHYSICAL HEALTH AND FITNESS</u> - 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 (weight gain) - how and when to seek support including which adults to speak to in school if they are worried about their health	<u>PHYSICAL HEALTH AND FITNESS</u> - 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 are worried about their health
<u>HEALTHY EATING</u> - what constitutes a healthy diet (including eat well plate for a balanced diet) - 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. too many fizzy, sugary drinks)	<u>HEALTHY EATING</u> - what constitutes a healthy diet (including eat well plate for a balanced diet) - 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. too many fizzy, sugary drinks)	<u>HEALTHY EATING</u> - what constitutes a healthy diet (including calories) - 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)	<u>HEALTHY EATING</u> - what constitutes a healthy diet (including food packaging traffic light system) - 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)

SUMMER 1 - Drugs, Alcohol and Tobacco & Health and Prevention

Year 3	Year 4	Year 5	Year 6
<u>HEALTH AND PREVENTION</u> - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	<u>HEALTH AND PREVENTION</u> - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	<u>HEALTH AND PREVENTION</u> the facts and science relating to allergies	<u>DRUGS, ALCOHOL AND TOBACCO</u> the facts about legal and illegal harmful substances
<u>HEALTH AND PREVENTION</u> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	<u>HEALTH AND PREVENTION</u> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	<u>HEALTH AND PREVENTION</u> the facts and science relating to immunisation and vaccine	Associated risks of smoking
<u>HEALTH AND PREVENTION</u> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	<u>HEALTH AND PREVENTION</u> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	<u>HEALTH AND PREVENTION</u> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Associated risks of alcohol use
<u>HEALTH AND PREVENTION</u> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	<u>HEALTH AND PREVENTION</u> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	<u>DRUGS, ALCOHOL AND TOBACCO</u> <u>(brief overview)</u> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Associated risks of drug-taking
			<u>Health and Prevention</u> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

SUMMER 2 - Relationships and the Changing Adolescent Body (MEDWAY) & Basic First Aid

Year 3	Year 4	Year 5	Year 6
<u>MEDWAY SCHEME LESSONS</u> - What makes a good friend? This lesson builds on pupils' learning from KS1 about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. - Falling out with friends. It is important to understand that sometimes even good friends can have disagreements or fall outs. In this lesson, pupils will learn ways to manage this if it happens to them. Pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it. <u>Year 3</u> Use this time to revisit key areas of Relationships Education with the MEDWAY scheme.	<u>MEDWAY SCHEME LESSONS</u> - Puberty: Time to change – this lesson focusses on some of the external changes that happen to the body (exclude wet dreams) - Puberty: Menstruation – this lesson focusses in more detail on some of the external and internal changes that happen to the human body. <u>Years 4, 5 and 6</u> Cover these objectives with our agreed MEDWAY scheme. Changing adolescent body Pupils should know: - 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	<u>MEDWAY SCHEME LESSONS</u> - Puberty: Recap from Year 4 puberty lessons - Puberty: Physical Hygiene – this lesson helps pupils to recognize the importance of personal hygiene during puberty and to consider some of the questions young people may have about the physical changes during puberty. - Puberty: Emotions and Feelings – the focus here is looking in more detail on some of the emotional changes that may take place during puberty and to outline some of the changes may occur in friendships and other relationships. It also teaches pupils where and how to get help and support	<u>MEDWAY SCHEME LESSONS</u> - Puberty(include wet dreams): Recap and Review – this lesson will consolidate pupils' previous learning about puberty at a level specifically aimed at Year 6 pupils in preparation for learning about how babies are made. It will revisit vocabulary used in later lessons - Puberty: Change and Becoming independent – this lesson extends thinking about puberty and the concept of change throughout our lives. It explores some of the feelings associated with change. It helps pupils consider changes that might occur alongside puberty including moving to secondary school and the new roles and responsibilities that this might bring. - Positive, Healthy Relationships – this lesson will increase pupils' understanding of what is meant by a positive, healthy and loving relationship and this is an important part of safeguarding their health and well-being. They will look at different kinds of relationships and the values, expectations and responsibilities within healthy, positive relationships. Pupils will also explore some ways that changing relationships can be managed ensuring behaviour is respectful even when things do change. - How Babies are made – By year 6 it is likely that some children will have an idea about how babies are made and it is possible that they may have some misconceptions. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson will emphasise that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE as part of the wider PSHE curriculum

<u>BASIC FIRST AID</u> • 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	<u>BASIC FIRST AID</u> • 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	<u>BASIC FIRST AID</u> • 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	<u>BASIC FIRST AID</u> • 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
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