Garvestone Primary School

RSHE Policy

2026

In July 2025, the DfE updated its relationships and sex education (RSE) and health education guidance. This policy references the changes from September 2026.

POLICY	**RSHE Policy 26-27**
STATUS/DATE OF THIS VERSION	**Autumn 2026 Review**
APPROVED BY	**Board of Trustees**
RATIFIED BY	**Trust Board**
REVIEW	**September 2027**

Contents

1. Aims 2
2. Statutory requirements 2
3. Policy development 3
4. Definition 3
5. Curriculum 3
6. Delivery of RSE 3
7. Use of external organisations and materials 5
8. Roles and responsibilities 6
9. Parents' right to withdraw 7
10. Training 7
11. Monitoring arrangements 7
Appendix 1: Curriculum map 9
Appendix 2: By the end of primary school pupils should know 12
Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE 32

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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, and cultivate positive characteristics such as kindness and integrity

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 primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Garvestone Primary, we will teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together 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/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.
Any parent or teacher wishing to provide feedback about the curriculum can do so at any time during the academic year by emailing head@gar.unity-ed.uk

6. Delivery of RSE

Every primary school is required to deliver statutory relationships education and health education.

The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organizing the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health.

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 education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships

Online safety and awareness

Being safe

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex

parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Inform all external organisations that the school is legally obliged to share all content with parents and carers

Share all external materials with parents and carers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The Trust Board

The Standards Committee of the Trust Board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Michelle Farnan

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.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child 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 schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our 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.

11. Monitoring arrangements

- The delivery of RSE is monitored by Michelle Farnan (Headteacher) through:
- planning documents,

- learning walks,
- Pupil voice

Pupils' development in RSE is monitored by class teachers and the Headteacher

This policy will be reviewed by Michelle Farnan, Headteacher, yearly. At every review, the policy will be approved by the governing board.

Relationships Education Overview

Topic	By the end of Primary School (Year 6), pupils should know …
Families and people who care about me	• 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 characterized 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 recognized commitment of two people to each other which is intended to be lifelong • How to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

	• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of curtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including 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 recognize risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it 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 recognize 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 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Year group overviews

We have a 2-year rolling programme for Year 1 and 2, Year 3 and 4,Year 5 and 6 which are taught on cycles A and B due to having mixed aged classes.

Reception Overview

Managing Self	Lessons
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge *(ELG)* It's all about...taking part!	Lesson 6 'Taking the Plunge' Lesson 15 'One Gold Star'
Explain the reasons for rules, now right from wrong and try to behave accordingly *(ELG)* It's all about... taking part!	Lesson 5 'What a Problem' Lesson 25 'Litter Bug'
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices *(ELG)* It's all about... being smart!	Lesson 3 'I Like...' Lesson 12 'Clean and Tidy' Lesson 21 'Getting in Knot'

Self-Regulation	Lessons
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly *(ELG)* It's all about... having heart!	Lesson 2 'Nan's House' Lesson 13 'Bully Boy' Lesson 20 'The New Pet'
Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Lesson 10 'Rainy Days'

(ELG) It's all about... being smart!	
Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions *(ELG)* It's all about... being smart!	Lesson 18 'A Piece of Cake'
Building Relationships	**Lessons**
Work and play cooperatively and take turns with others *(ELG)* It's all about... taking part!	Lesson 4 'It's Your Turn' Lesson 9 'Stick to the Rules' Lesson 24 'Playtime Games'
Form positive attachments to adults and friendships with peers *(ELG)* It's all about... having heart!	Lesson 7 'An Old Friend' Lesson 14 'Family Fun' Lesson 23 'Eid Mubarak'
Show sensitivity to their own and to others' needs *(ELG)* It's all about... being smart!	Lesson 1 'Hide and Seek' Lesson 11 'I Feel Poorly!' Lesson 19 'Busy Body'

Year One Overview

Autumn 1	CIT Unit 1 Lesson 3: Taking Turns – It's Your Turn
	CIT Unit 1 Lesson 5: Sharing – Share The Booty
	Core 1 Unit 5 Lesson 2: Road Safety – Green X Code
	Core 2 Unit 4 Lesson 1: Friendship 1 – Friends Together
	Core 2 Unit 4 Lesson 4: Family 1 – My Family
	Safe Zone Lesson 1: Copyright and Ownership
	Safe Zone Lesson 2: Self-Image and Identity

Autumn 2	Core 1 Unit 4 Lesson 2: Happiness – Smile!
	Core 1 Unit 4 Lesson 3: Anger – Grrr!
	Core 1 Unit 4 Lesson 4: Love – Three Little Words
	Core 2 Unit 1 Lesson 1: Opinions – I Think
	Core 2 Unit 1 Lesson 2: Co-operation 1 – I Want To Play
	CIT Unit 2 Lesson 1: Setting Goals – When I Grow Up…

Spring 1	Core 1 Unit 2 Lesson 1: Healthy Eating 1 – Vote Green
	Core 1 Unit 2 Lesson 2: Healthy Eating 2 – Meat Eaters
	Core 1 Unit 1 Lesson 2: Physical Activity 2 – Mighty Muscles
	Core 1 Unit 1 Lesson 3 Physical Activity 3 – Get Physical
	Core 1 Unit 3 Lesson 1: Dental Hygiene 1 – Brushing Up!
	Core 1 Unit 3 Lesson 2: Dental Hygiene 2 – Bright White
	Safe Zone Lesson 3: Managing Information Online

Spring 2	Core 2 Unit 2 Lesson 1: Bullying – Ugly Duckling
	Core 2 Unit 2 Lesson 3: Behaviour 1 – In My Shoes
	Core 2 Unit 4 Lesson 4: Kindness – Give A Little
	CIT Unit 4 Lesson 1: Our School – Common Goals
	CIT Unit 4 Lesson 2: Belonging – Join The Club

	Safe Zone Lesson 4: Privacy and Security

Summer 1	CIT Unit 1 Lesson 6: Caring – Talking To Plants
	Core 2 Unit 3 Lesson 1: Fairness – It's Not Fair!
	Core 2 Unit 4 Lesson 5: Family 2 – Special People
	Core 2 Unit 4 Lesson 6: Staying Safe 1 – Secret Surprise
	Core 1 Unit 5 Lesson 1: Sun Safety – It's A Cover Up!

Summer 2	Core 1 Unit 3 Lesson 5: Keeping Clean 2 – Bath Time!
	Core 1 Unit 3 Lesson 6: Similarities and Differences – Boys v Girls
	Core 1 Unit 3 Lesson 8: Changing Needs – I Need
	CIT Unit 3 Lesson 1: Money 1 – Grows On Trees
	CIT Unit 3 Lesson 2: Money 2 – Coining It In
	CIT Unit 3 Lesson 3: Money 3 – Keep It Safe

Year Two Overview

Autumn 1	CIT Unit 1 Lesson 1: Rules and Expectations 1 – Class Charter
	CIT Unit 1 Lesson 2: Rules and Expectations 2 – Who's At Fault?
	Core 2 Unit 4 Lesson 2: Friendship 2 – Hola! Bonjour!
	Core 2 Unit 4 Lesson 3: Friendship 3 – Share Alike
	Core 2 Unit 1 Lesson 3: Co-operation 2 – Let's Debate
	Core 2 Unit 1 Lesson 4: Good Manners – How Rude!
	Safe Zone Lesson 1: Self-Image and Identity

Autumn 2	Core 2 Unit 3 Lesson 2: Comparisons – All The Same
	Core 2 Unit 3 Lesson 3 Right and Wrong – In The Right
	CIT Unit 1 Lesson 4: Lending / Borrowing – The Borrowers
	CIT Unit 2 Lesson 2: Aspirations – It's A Goal!
	Core 1 Unit 4 Lesson 5: Sadness – How To Cope
	Core 1 Unit 5 Lesson 4: Fire Safety – Escape Plan
	Safe Zone Lesson 2: Online Relationships

Spring 1	Core 1 Unit 2 Lesson 3: Healthy Eating 3 – What A Load Of Junk!
	Core 1 Unit 2 Lesson 4: Healthy Eating 4 – Party Time!
	Core 1 Unit 1 Lesson 1: Physical Activity 1 – Workout!
	Core 1 Unit 1 Lesson 4: Sleep – Nighty Night
	Core 1 Unit 1 Lesson 5: Keeping Healthy – Give It A Boost
	Core 1 Unit 5 Lesson 3: Drug Safety – Magic Medicine
	Safe Zone Lesson 3: Online Reputation

Spring 2	Core 1 Unit 3 Lesson 3: Dental Hygiene 3 – Top Teeth
	Core 1 Unit 3 Lesson 4: Keeping Clean 1 – Meet Grub
	Core 2 Unit 2 Lesson 2: Teasing – That's Mean
	Core 2 Unit 2 Lesson 5: Behaviour 2 – Help Me!

	Core 2 Unit 4 Lesson 7: Staying Safe 2 – I Don't Know You
	Safe Zone Lesson 4: Online Bullying

Summer 1	CIT Unit 4 Lesson 3: Local Citizenship 1 – Our Local Area
	CIT Unit 1 Lesson 4: Local Citizenship 2 – Community Care
	Core 1 Unit 4 Lesson 1: Emotions – Mood Swings
	Core 1 Unit 5 Lesson 5: Emergency Calls - 999
	Safe Zone Lesson 5: Managing Information Online
	Safe Zone Lesson 6: Copyright and Ownership

Summer 2	CIT Unit 3 Lesson 4: Money 4 – Shopping List
	CIT Unit 3 Lesson 5: Choices - This Or That
	CIT Unit 3 Lesson 6: Enterprise – Dragon's Den
	Core 1 Unit 3 Lesson 7: Human Body – Body Bits
	Safe Zone Lesson 7: Privacy and Security

Year Three Overview

Autumn 1	Core 2 Unit 1 Lesson 1: Clear Messages - Dot, Dot, Dash
	Core 2 Unit 1 Lesson 2: Listening and Responding – I Hear You
	Core 2 Unit 4 Lesson 1: Friendship 1 – Best Features
	Core 2 Unit 4 Lesson 2: Friendship 2 – Circles Time
	Core 2 Unit 4 Lesson 3: Friendship 3 – Falling Out
	Safe Zone Lesson 1: Self-Image and Identity

Autumn 2	Core 1 Unit 1 Lesson 1: Balanced Approach – Define: Healthy
	Core 1 Unit 1 Lesson 2: Physical Exercise – Active Kids
	Core 1 Unit 1 Lesson 3: Lifestyle Choices – It's Your Choice
	Core 1 Unit 2 Lesson 1: Balanced Diet 1 – Plant or Animal
	Core 1 Unit 2 Lesson 2: Balanced Diet 2 – Balancing Act
	Core 1 Unit 1 Lesson 4: Sleep – Sweet Dreams
	Safe Zone Lesson 2.1: Online Relationships
	Safe Zone Lesson 2.2: Online Bullying

Spring 1	Core 2 Unit 3 Lesson 1: Connections – Paper Chains
	Core 2 Unit 3 Lesson 2: Family Links – Family Tree
	Core 2 Unit 3 Lesson 6: Self Respect – Let's R.O.C.K
	CIT Unit 2 Lesson 1: Identified Strengths 1 – I'm Good At That
	CIT Unit 2 Lesson 2: Identified Strengths 2 – Future Me
	Safe Zone Lesson 3: Online Reputation/Managing Information Online

Spring 2	Core 1 Unit 4 Lesson 1: Loss/Separation 1 – Lost!
	Core 1 Unit 4 Lesson 2: Loss/Separation 2 – Found!
	Core 2 Unit 2 Lesson 1: Reactions – Frustration!
	Core 2 Unit 2 Lesson 2: Self Worth – I'm A Marvel

	Safe Zone Lesson 4: Health, Wellbeing and Lifestyle
	Safe Zone Lesson 5: Privacy and Security

Summer 1	Core 1 Unit 3 Lesson 1: Before Puberty – You've Grown
	Core 1 Unit 3 Lesson 2: Keeping Clean – Squeaky Clean
	Core 1 Unit 5 Lesson 3: Illness Prevention – Aaachooo!
	Core 2 Unit 3 Lesson 4: Religious Views 1 - Faith Findings
	CIT Unit 1 Lesson 1: Rules – I'm In Charge
	Safe Zone Lesson 6 – Copyright and Ownership

Summer 2	Core 1 Unit 5 Lesson 1: Sun Safety – Too Hot
	Core 1 Unit 5 Lesson 2: Beach Safety – Follow The Flags
	CIT Unit 1 Lesson 2: Thinking Ahead – Lesson Planning
	CIT Unit 1 Lesson 3: Taking The Lead – Learning Time
	CIT Unit 4 Lesson 1: Working Together 1 – Name Game
	CIT Unit 4 Lesson 2: Working Together 2 – Build It Up
	CIT Unit 4 Lesson 3: Shared Goals – Better Places

Year Four Overview

Autumn 1	Core 2 Unit 1 Lesson 3: Expressing Opinions – It's Debatable
	Core 2 Unit 1 Lesson 4: Privacy – The Secrets Jar
	Core 2 Unit 4 Lesson 4: Friendship 4 – The BAFAs
	Core 2 Unit 4 Lesson 5: Boundaries – Don't Push It
	Core 2 Unit 4 Lesson 6: Trusting Strangers – Safe Strangers
	Safe Zone Lesson 1: Online Relationships and Bullying

Autumn 2	Core 1 Unit 2 Lesson 3: Working With Food 1 – Master Chef
	Core 1 Unit 2 Lesson 4: Working With Food 2 – Picnic Preparations
	Core 1 Unit 1 Lesson 5: Physical, Emotional and Mental 1 – I Am Who I Am
	Core 1 Unit 1 Lesson 6: Physical, Emotional and Mental 2 – Hearts and Minds
	Core 1 Unit 4 Lesson 4: Feelings 1 – Overreacting
	Core 1 Unit 4 Lesson 5: Feelings 2 – Left Out
	Safe Zone Lesson 2: Health, Wellbeing and Lifestyle

Spring 1	Core 2 Unit 2 Lesson 3: Persistence and Resilience – Don't Give Up!
	Core 2 Unit 2 Lesson 4: Negative Persistence – Over And Over
	CIT Unit 2 Lesson 3: Setting Goals 1 – That's My Goal
	CIT Unit 2 Lesson 4: Setting Goals 2 – The Impossible Dream
	Safe Zone Lesson 3: Online Reputation/Managing Information Online

Spring 2	Core 2 Unit 3 Lesson 3: Family Changes – Two Homes
	Core 2 Unit 3 Lesson 5: Religious Views 2 – Inside Outside
	Core 2 Unit 3 Lesson 7: Gender Stereotypes – His And Hers

	Core 2 Unit 3 Lesson 8: Racial Discrimination – Coming To England
	Safe Zone Lesson 4: Self-Image and Identity

Summer 1	CIT Unit 3 Lesson 1: Money Choices – A Million Dollars
	CIT Unit 3 Lesson 2: Spending – Ping!
	CIT Unit 5 Lesson 3: Managing Money 1 – It's A Gamble
	CIT Unit 3 Lesson 4: Managing Money 2 – Design Choices
	CIT Unit 4 Lesson 4: Different Communities – My Community
	CIT Unit 4 Lesson 5: School Communities – School Swap
	Safe Zone Lesson 5: Copyright and Ownership

Summer 2	Core 1 Unit 5 Lesson 4: First Aid – Home Hospital
	Core 1 Unit 5 Lesson 5: Drug Safety – My Medicine
	Core 1 Unit 3 Lesson 3: Changing Bodies – Everyone Changes
	Core 1 Unit 3 Lesson 4: Menstrual Cycle – Every Month
	Safe Zone Lesson 6: Privacy and Security

Year Five Overview

Autumn 1	CIT Unit 1 Lesson 1: Structure – Just Imagine…
	CIT Unit 1 Lesson 2: Law and Order – In Charge
	CIT Unit 1 Lesson 3: U.N. Rights – Our Rights
	Core 1 Unit 5 Lesson 1: Fire Safety – Fire Risk
	Core 1 Unit 5 Lesson 4: First Aid 1 – Rapid Response
	Safe Zone Lesson 1: Privacy and Security

Autumn 2	Core 2 Unit 4 Lesson 1: Physical Contact – Touch Sensitive
	Core 2 Unit 4 Lesson 2: Support and Care – Connections
	Core 1 Unit 4 Lesson 1: Death and Grief 1 – It's Natural
	Core 1 Unit 4 Lesson 2: Death and Grief 2 – Poppies
	Core 2 Unit 3 Lesson 4: Culture 1 – Cultural Feast
	Safe Zone Lesson 2: Self-Image and Identity

Spring 1	Core 1 Unit 1 Lesson 1: Healthy Lifestyles – You Choose
	Core 1 Unit 1 Lesson 4: Healthy Minds 1 – I Feel Happy!
	Core 1 Unit 1 Lesson 6: Physical, Emotional and Mental – 3 Dimensional
	Core 1 Unit 5 Lesson 6: Medicine and Drugs – Just Say No!
	Core 1 Unit 5 Lesson 8: Alcohol – Drink Aware
	Safe Zone Lesson 3: Online Reputation/Managing Information Online

Spring 2	Core 2 Unit 1 Lesson 1: Confidentiality – Secret Info
	Core 2 Unit 1 Lesson 2: Listening 1 – I'm All Ears
	Core 2 Unit 2 Lesson 1: Teamwork 1 – Scrabble
	Core 2 Unit 2 Lesson 2: Teamwork 2 – The Puzzler
	CIT Unit 2 Lesson 1: Identified Strengths 1 – Big Dreams
	Safe Zone Lesson 4: Health, Wellbeing and Lifestyle

Summer 1	Core 1 Unit 2 Lesson 1: Food Choices 1 – A Good Balance
	Core 1 Unit 2 Lesson 2: Food Choices 2 – Breakfast Club
	Core 1 Unit 2 Lesson 3: Food Choices 3 – A Healthy Relationship
	Core 2 Unit 3 Lesson 3: Disabilities – Equal Bodies
	Core 1 Unit 5 Lesson 2: Water Safety - Water Wise
	Safe Zone Lesson 5: Copyright and Ownership

Summer 2	Core 2 Unit 3 Lesson 1: Race and Ethnicity 1 – Unity Matters
	CIT Unit 4 Lesson 1: Diverse Communities – Welcome!
	CIT Unit 4 Lesson 2: Shared Goals – It's All Go
	CIT Unit 3 Lesson 1: Budgeting – Money Supermarket
	CIT Unit 3 Lesson 4: Generating Income 1 – Making Money
	CIT Unit 3 Lesson 6: Online Spending 1 – App Trap
	Safe Zone Lesson 6: Online Relationships and Bullying
	Optional Unit – Substance Related Abuse

Year Six Overview

Autumn 1	CIT Unit 2 Lesson 2: Identified Strengths 2 – Big Achievers
	CIT Unit 2 Lesson 3: Setting Goals 1 – Super Futures
	CIT Unit 2 Lesson 4: Setting Goals 2 – I Can Do That
	Core 1 Unit 5 Lesson 3: Transport Safety – Tracks and Tarmac
	Core 1 Unit 5 Lesson 5: First Aid 2 – First Aid Smart
	Safe Zone Lesson 1: Online Reputation/Managing Information Online

Autumn 2	Core 2 Unit 3 Lesson 2: Race and Ethnicity 2 – Equal Voices
	Core 2 Unit 3 Lesson 5: Gender Stereotypes – Jobs 4 All
	Core 2 Unit 3 Lesson 6: Culture 2 – Support Squad
	CIT Unit 4 Lesson 3: Community Event – We're Cultured
	CIT Unit 4 Lesson 4: Disabilities – Super Powers
	Safe Zone Lesson 2: Online Relationships and Bullying

Spring 1	Core 1 Unit 1 Lesson 2: Physical Illness – Bleugh!
	Core 1 Unit 1 Lesson 3: Immunisation – One Sharp Scratch
	Core 1 Unit 1 Lesson 5: Healthy Minds 2 – Young Minds
	Core 1 Unit 1 Lesson 7: Sleep – The Bed Bank
	Core 1 Unit 3 Lesson 2: Keeping Clean – Feeling Fresh
	Safe Zone Lesson 3: Self-Image and Identity

Spring 2	Core 2 Unit 1 Lesson 3: Listening 2 – Agree To Disagree
	Core 2 Unit 1 Lesson 4: Responding – Scenarios
	Core 2 Unit 2 Lesson 3: Teamwork 3 – The Boss
	Core 2 Unit 4 Lesson 3: Marriage – I Promise
	Core 2 Unit 4 Lesson 4: Managing Conflict – Families At War
	Safe Zone Lesson 4: Healthy, Wellbeing and Lifestyle

	Optional Unit – Tough Topics Lesson 1 and 2

Summer 1	CIT Unit 3 Lesson 2: Consumer Sense 1 – Payment Terms
	CIT Unit 3 Lesson 3: Consumer Sense 2 – Class Catalogue
	CIT Unit 3 Lesson 5: Generating Oncome 2 – Raising Money
	CIT Unit 3 Lesson 7: Online Spending 2 – 'Appy Banking
	Safe Zone Lesson 5: Privacy and Security
	Optional Unit – Tough Topics Lesson 3-5

Summer 2	Core 1 Unit 2 Lesson 1: Cooking 1 – Invention Team
	Core 1 Unit 2 Lesson 2: Cooking 2 – Michelin Stars
	Core 1 Unit 5 Lesson 7: Tobacco and Vaping – Up In Smoke
	Core 1 Unit 5 Lesson 9: Substance Abuse – Let's Be Frank
	Core 1 Unit 3 Lesson 1: Changing Bodies – What's Puberty?
	Core 1 Unit 3 Lesson 3: The Menstrual Cycle – Fact Or Fiction?
	Safe Zone Lesson 6: Copyright and Ownership
	Optional Unit – Sex and Relationships

3D PSHE Additional Units Key

Stage 2

Relationships and Sex Education	**Lesson 1**	**Forming Relationships**	• Know-how and understand why close relationships are formed, especially during adolescence • Understand why friendship is important in the establishment of close relationships
	Lesson 2	**Sexual Relationships**	• Know about and understand the physical, mental and emotional changes that take place during puberty • Learn about sex (and bust some myths!)
	Lesson 3	**Healthy Relationships**	• Understand why friendship is important in the establishment of close relationships • Know the features of a healthy relationship
	Lesson 4	**Unhealthy Relationships**	• Understand what an unhealthy relationship is and know how to deal with relationship issues
	Lesson 5	**Gender Issues Relationships**	• Know about gender identities and have an awareness of transgender issues, including gender reassignment • Understand the difference between being transgender and cross-dresser

Year 6 also supplement their RSE programme with additional materials which the school welcome parents in to view.

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3D PSHE and Citizenship Sex Education Unit

We use the 3D Relationships and Sex Education Unit. This covers close relationships, including friendships, that often form during puberty; the physical, mental and emotional changes that take place during puberty; sexual relationships; busting some myths about sex; the features of healthy and unhealthy relationships; gender identities; an awareness of transgender issues; the difference between transgender and cross-dressing.

3D PSHE and Citizenship Extremism and Radicalisation Unit

We use the 3D PSHE and Citizenship Extremism and Radicalisation Units. In KS1 we cover understanding the differences between 'fact' and 'opinion'; recognising and respecting similarities and differences between people; how to deal with confrontation; understanding that difference is a positive feature. In KS2 we look at how to deal with peer pressure; how extremism manifests itself; homophobia and racism as extremist behaviours; terrorism.

3D PSHE and Citizenship Substance-Related Abuse Unit

We use the 3D Substance-Related Abuse Unit. This covers keeping safe;

understanding some of the consequences of risk-taking; knowing some of the different forms addiction can take; the names of the most common drugs; how advertising influences our choices.

3D PSHE and Citizenship Substance Tough Topics

We use the 3D Tough Topics unit. This covers Female Genital Mutilation (FGM), Child Labour, Knife Crime, Peer-On-Peer Abuse and Self Harm. These topics are challenging, but are addressed in an age-appropriate, creative and thoughtful way.

Appendix 4 : Parent/carer form requesting their child's withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. E.g: X will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom