Relationships and Health Education Policy – September 2022

Statement of intent

At Rufforth Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

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

Signed by:

	Headteacher	Date:
	Chair of governors	Date:

Relationships and Health Education Policy – September 2022

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Relationships and Health Education Policy – September 2022

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Behavioural Policy**
- **SEND Policy**
- **Inclusion Policy**
- **Equal Opportunities Policy**
- **Anti-Bullying Policy**
- **E-safety Policy**
- **Visitor Policy**

2. Roles and responsibilities

2.1. The **Local Governing Committee** is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

2.2. The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The **relationships, sex and health education subject leader** is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

3. Organisation of the curriculum

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

3.2. For the purpose of this policy, **"relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

3.3. For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

3.7. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing office@rufforth.pmat.academy

3.8. The school has organised a curriculum that is age-appropriate for pupils within each year group.

3.9. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2. The school works closely with parents by establishing open communication – all parents have sight of the draft RSE Policy and views and feedback are welcomed.

4.3. Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by addressing any concerns and offering help for parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time

5. Relationships education overview

Families and people who care for me

5.1. By the end of primary school, pupils will know:

- That families are important for them 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

5.2. By the end of primary school, pupils will 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3. By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

5.4. By the end of primary school, pupils will know:

- 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.5. By the end of primary school, pupils will 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

6. Relationships education per year group

6.1. The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

6.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Please see Appendix A for an overview of curriculum coverage at Rufforth Primary School, based on thematic plans from The PSHE Association.

7. Health education overview

7.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

7.2. By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.

- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

7.3. By the end of primary school, pupils will know:

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

Physical health and fitness

7.4. By the end of primary school, pupils will know:

- 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 by 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.

Healthy eating

7.5. By the end of primary school, pupils will know:

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

Drugs alcohol and tobacco

7.6. By the end of primary school, pupils will know:

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

Health and prevention

7.7. By the end of primary school, pupils will know:

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

Basic first aid

7.8. By the end of primary school, pupils will know:

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

Changing adolescent body

7.9. By the end of primary school, pupils will 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 and key facts relating to the menstrual cycle.

8. Health education per year group

8.1. The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.

8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

8.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Please see Appendix A for an overview of curriculum coverage at Rufforth Primary School, based on thematic plans from The PSHE Association.

9. Sex education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

9.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

9.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

9.3. At Rufforth Primary School, we do teach pupils sex education beyond what is required of the science curriculum.

9.4. Parents are consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy.

9.5. The age and development of pupils is always considered when delivering sex education.

9.6. At Rufforth Primary School, we teach sex education in Years 5 and 6. Where possible, a school nurse will deliver the content of these sessions. If this is not possible, then an appropriate member of staff will lead.

9.7. Parents will be informed prior to the sessions and will have an opportunity to view resources and speak to the adult who will teach the lessons in order to ask any questions.

9.8. In our mixed year classes, year groups are taught separately for this part of the curriculum.

Curriculum Coverage:

YEAR 5:

*** Lessons focus on how the body changes during puberty.**

YEAR 6:

*** Lessons focus on human reproduction and birth.**

10. Delivery of the curriculum

10.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

10.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, 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.

10.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

10.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

10.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

10.6. Pupils will be taught about LGBTQ+ in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic.

10.7. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

10.8. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. For example, the menstrual cycle is taught to both boys and girls in Years 5 and 6, with a practical question and answer session for girls only at the end of the session. However, should boys also have questions, they will be answered sensitively and appropriately.

10.9. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

10.10. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

10.11. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

10.12. Teachers will focus heavily on the importance of family and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

10.13. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

10.14. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

10.15. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

10.16. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

10.17. At all points of delivery of this programme, parents will be consulted, and their views will be valued.

11. Working with external experts

11.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

11.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

11.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

11.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

11.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

11.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

11.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

12. Equality and accessibility

12.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

12.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

12.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

12.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

13. Curriculum links

13.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

13.2. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

13.3 The core **Modern British Values**, that are embedded throughout our ethos at Rufforth Primary, reflect our school values of *inspire, care and grow*. Both our whole school behaviour policy and our Relationship and Sex Education underpin how we equip children with the essential skills and subject knowledge required for them to care for themselves, each other and our global community and to grow as citizens in our ever changing world.

14. Withdrawing from the subjects

14.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

14.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum. At Rufforth Primary School, this is taught to Year 5 and 6 pupils only.

14.3. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

14.4. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

14.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

14.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

14.7. The parent will be informed in writing of the headteacher's decision.

14.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

15. Staff training

15.1. All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

15.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

16. Confidentiality

16.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

16.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

16.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

16.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

17. Monitoring quality

17.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

17.2. The relationships, sex and health education subject leader will conduct subject assessments, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

17.3. The relationships, sex and health education subject leader will work regularly and consistently with whole staff team, e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and review

18.1. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is September 2023.

18.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

18.3. The governing board is responsible for approving this policy.

18.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

	Autumn: Relationships			Spring: Living in the wider world			Summer: 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 health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Class 2	Roles of different people; families; feeling cared for	Recognising 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	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common 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; medicines and keeping healthy; keeping teeth healthy; 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
Class 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and 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
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising 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	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Class 4	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects 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 and the law; drug use and the media

The PSHE Association plans include puberty as part of the Year 4 curriculum. At Rufforth, we have moved all of these objectives to Years 5 and 6.

Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Medium Term Planning and example resources:

Class 2, Year A:

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' Metro charity KS1 Love and respectful relationships
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and 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	NSPCC – The underwear rule resources (PANTS) 1 decision (5-8)-Relationships £
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns	
Spring — Living in the wider world	**Belonging to a community** What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling	1 decision (5-8)-Being responsible £ Alzheimer's Society -Creating a dementia-friendly generation (KS1)

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Spring — Living in the wider world	**Media literacy and Digital resilience** Using the internet and digital devices; communicating online PoS Refs: L7, L8	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online	
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do	
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun	1 decision (5-8) -Keeping/staying healthy £
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things 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	PSHE Association – Mental health and wellbeing lessons (KS1) Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' 1 decision (5-8)-Feelings and emotions £
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared	Thinkuknow: Jessie and Friends 1 decision (5-8)-Computer safety/Hazard watch £

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Class 2, Year B

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn – Relationships	**Families and friendships** Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	1 decision (5-8) - Relationships £
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use	NSPCC – The underwear rule resources (PANTS) 1 decision (5-8)-Relationships £ Thinkuknow Jessie and Friends
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'
Spring	**Belonging to a community** Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Spring — Living in the wider world	**Media literacy and Digital resilience** The internet in everyday life; online content and information PoS Refs: L8, L9	• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true	
	Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants	1 decision (5-8)-Money matters £
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings	1 decision (5-8) -Keeping/staying healthy £ PSHE Association – Mental health and wellbeing lessons (KS1) 1 decision (5-8) -Feelings & emotions £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	• about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body'

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Summer — Health and wellbeing	**Keeping safe** **Safety in different environments; risk and safety at home; emergencies** **PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27**	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	Red Cross – Life, Live it 'Stay safe' Islington Healthy Schools Team – DrugWise £ 1 decision (5-8) -Keeping/staying safe £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Class 3, Year A

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	Coram Life Education – The Adoptables' Schools Toolkit
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour	NSPCC Share Aware
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society	Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Alzheimer's Society -Creating a dementia-friendly generation (KS2)

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Spring — Living in the wider world	**Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	
	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	Google and Parent zone Be Internet Legends
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	• about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby	
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	• about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped	PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) 1 decision Keeping/staying healthy £ 1 decision Feelings & emotions £

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Summer — Health and wellbeing		• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful	
	Growing and changing **Personal strengths and achievements; managing and reframing setbacks** **PoS Refs: H27, H28, H29**	• that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	Premier League Primary Stars KS2 PSHE Self-esteem Premier League Primary Stars KS2 PSHE Inclusion
	Keeping safe **Risks and hazards; safety in the local environment and unfamiliar places** **PoS Refs: H38, H39, H41**	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	PSHE Association and GambleAware KS2 Lesson 1 Exploring risk 1 decision Keeping/staying safe £

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Class 3, Year B

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online	NSPCC Share Aware Google and Parent zone Be Internet Legends
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel 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 such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	Google and Parent zone Be Internet Legends 1 decision Computer safety £
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone	Premier League Primary Stars KS2 PSHE Diversity

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Spring — Living in the wider world	**Belonging to a community** What makes a community; shared responsibilities PoS Refs: L4, L6, L7	• the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them	PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community Compassionate class KS2 RSPCA
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	• that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access	
	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	• how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	1 decision Keeping/staying healthy £

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Summer — Health and wellbeing	**Growing and changing** Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	• how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Betty: It's perfectly natural 1 decision Growing and Changing £
	Keeping safe Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice	Islington Healthy Schools Team – DrugWise £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Class 4, Year A: Elements of the curriculum will be divided between Y5/6 in the summer term. School nurse to deliver age appropriate RSE sessions to Y5 and Y6 separately in summer term: Y5: Puberty, menstruation, Y6: Conception and birth

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	• 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, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships	Premier League Primary Stars KS2 PSHE Inclusion
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact	
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Premier League Primary Stars KS2 PSHE Developing values

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		• the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online	
Spring — Living in the wider world	**Belonging to a community** Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment	Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) 1 decision – Being responsible £
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information	Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted Google and Parent zone Be Internet Legends
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training	
Summer	**Physical health and Mental wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	• how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke	PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital– The sleep factor

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Summer — Health and wellbeing	PoS Refs: H8, H9, H10, H12	• how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment	*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing	Metro charity KS2 Gender PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6) Premier League Primary Stars – Self-esteem/ Resilience
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law[1] • what to do and whom to tell if they think they or someone they know might be at risk of FGM	British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action PSHE Association and GambleAware -Lesson 1 Exploring risk

[1] Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). We will use guidance form the Home Office and The Department of International Development to ensure age and cohort appropriate coverage of this issue.

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Class 4, Year B : Elements of the curriculum will be divided between Y5/6 in the summer term. School nurse to deliver age appropriate RSE sessions to Y5 and Y6 separately in summer term: Y5: Puberty, menstruation, Y6: Conception and birth

Term	Topic	In this unit of work, students learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried	Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	• to compare the features of a healthy and unhealthy friendship • 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 different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations	NSPCC Share Aware Thinkuknow Play Like Share
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements	Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Spring — Living in the wider world	**Belonging to a community** Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21	• 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 contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this	Premier League Primary Stars KS2 PSHE Diversity PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism Premier League Primary Stars KS2 PSHE Inclusion
	Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16	• about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact	NSPCC Share aware Childnet Trust me Y5/6 lesson 1 Online content Google and Parent zone Be Internet Legends BBFC KS2 lessons Let's watch a film! Making choices about what to watch
	Money and Work Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24	• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks	PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling

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Appendix A: RSE Curriculum Content and Coverage Overview at Rufforth Primary School

Summer — Health and wellbeing	**Physical health and Mental wellbeing** What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24	• that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online	PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6) NSPCC Making sense of relationships Public Health England Rise Above KS2 Social media Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news
	Growing and changing Human reproduction and birth; increasing independence; managing transitions	• to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school	Medway Public Health Directorate Primary RSE-KS2 Yó Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made

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Summer — Health and wellbeing	PoS Refs: H24, H33, H35, H36	• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception[2] • about the responsibilities of being a parent or carer and how having a baby changes someone's life	NSPCC Making sense of relationships - Secondary school and Changing friendship Public Health England Rise Above KS2- Transition to secondary school
	Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50	• how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions	NSPCC Share aware 1 decision – Computer safety £ BBFC KS2 lessons Let's watch a film! Making choices about what to watch Childnet Trust me-Y5/6 Lesson 2 Online contact Google and Parent zone Be Internet Legends Islington Healthy Schools Team – DrugWise £ *The PSHE Association will be releasing a drug and alcohol education programme in summer 2020

[2] Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. At Rufforth, pupils will only be taught that contraception is a means of preventing pregnancy.

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