



LISAL

Relationship, Sex and Health Education

Policy

Version date: January 2024

Document review period: October – December 2025



Vision

Each child is a unique being, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on these principles, which both respect the human body and seek to ensure health and well-being. The aim of this policy is to support the health and well-being of all pupils through age appropriate education, in the context of our school's ethos and mission statement. Our delivery of the RSE programme will reflect our whole school values including self-respect, respect for diversity, love, friendships and loving relationships.

Rationale

At Lancaster Independent School for Alternative Education (LISAL) , we believe it is important to address relationships and sex education as it lays the foundations for supporting children and young people through their physical, mental and moral development. We are committed to helping keep our children safe and equipped with the correct information. Some things they learn from other sources may be incorrect, frightening and confusing. We believe this includes supporting our children to confidently and safely filter information and images on social media and to recognise online safety dangers, particularly in online relationships. This policy covers our approach to RSE. It was produced by the school's PSHEE subject leader through consultation with staff, trustees, pupils and parents. It has been written in line with the following Government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

and the Equality Act (please see The Equality Act 2010)

and should be read in conjunction with the following policies:

Inclusion

Safeguarding/Child Protection policy

Online Safety policy

Aims and Objectives

The aims of relationship and health education at LISAL are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on our principles, including the principles of respect and kindness.
- To prepare children for healthy relationships in an online world.



- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of health, sexuality and relationships.
- To ensure that all understand the importance of respecting others and accepting those who differ.
- To know how to show respect for each other even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) 2021 and Health Education Policy Development and Review.

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

1. Review – a working group (PSHEE subject leader, College of Teachers and the trustees with responsibility for Safeguarding and education) gathered all relevant information including relevant national guidance and guidance from the Steiner and Waldorf Schools Fellowship (SWSF).
2. Staff and trustee consultation – all school staff/trustees were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire and if appropriate speak to key members of staff about the policy.
4. Pupil consultation – we considered the questions pupils have asked in previous years.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

1. Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.
2. Sex Education is a programme of work that covers how a baby is made in the context of a stable, loving environment. The children learn about how a baby develops in the womb and how a baby is born. The children learn about puberty in both sexes including both physical and emotional changes. The focus is to teach children about the



nature and purpose of the changes of puberty, to help them deal with these changes in a practical way and to encourage them to make wise decisions as they develop and mature. This aspect is taught to Class 4 and 5 and age-appropriate resources are used. Parents will be informed in advance in order that they may address any questions from their children.

3. Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

4. The Science curriculum explores reproduction in the context of life cycles of animals and plants and explores the changes as humans develop from a baby to old age.

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE (see definition 2 above). However it is not our intention to teach sexual intercourse as part of our curriculum.

Parents cannot withdraw their child from any part of Relationship Education or the Science curriculum (see definitions 1 and 3 above) as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Curriculum Delivery of RSE Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which year groups. In addition, the overview indicates where cross curricular work covers RSE content. All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to talk honestly and openly. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years or explored at home if a child is ready. There are also sensitive topics (see below) over which some staff, parents and trustees may have reasonable concerns. Our school has decided not to teach about or answer questions on: rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation, about all forms of sexual intercourse, or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered. If a child asks a question on any topic our school will not cover (i.e. in the underlined list above), the teacher will first explain sensitively that this is a questions that they will need to speak to their parents about, as it is not usually a matter dealt with in school. Should the pupil return to this topic at another occasion, the teacher will use their judgment to decide whether it is appropriate to give the pupil an answer that is in line with their maturity. The teacher may also decide to send resources home for the parent/guardian to use in their conversations with the child to address the topic.

The school will normally seek to inform parents when such a question is asked however in some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a



private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The board of trustees will approve the RSE policy and hold the College of Teachers to account for its implementation.

The PSHEE subject leader is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme. Ordering/finding resources and ensuring that staff are adequately trained and confident to deliver the programme.

Staff are responsible for:

- Teaching in line with the principles of the school
- Delivering RSE with sensitivity
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to raise this with the PSHEE subject leader who will support with resources, advice and modelling and where necessary request training.

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

Training

Staff will be trained on the delivery of RSE and collaborate over appropriate groupings during delivery. The **PSHEE subject leader** may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with ethos of the school.

Monitoring arrangements

The delivery of RSE is monitored through planning scrutiny, discussion with teaching staff involved in delivering RSE and anonymous pupil questionnaires over the course of 2024 - 2025.



Appendix 1 – Curriculum Overview

Note: we are teaching human reproduction, but not any non-statutory sex education

Bridge	Class 1	Class 2	Class 3	Class 4	Class 5
Families and people who care for me					
that families are important for children growing up because they can give love, security and stability. Taught through conversations around family traditions, sharing festivals and roleplay.					
	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. Taught through thankfulness circle				
	that others' families, either in school or in the wider world, sometimes look different from their family (including single parent and same sex families), but that they should respect those differences and know that other children's families are also characterised by love and care. Taught through The Great Big Book of Families PSHEE				



	<p>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.</p> <p>Taught through PSHEE</p>				
	<p>that marriage represents a formal and legally recognised commitment of two people (regardless of their sex) to each other which is intended to be lifelong</p> <p>Taught through PSHEE</p>				
				<p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Taught through PSHEE</p>	
Caring friendships					
	<p>how important friendships are in making us feel happy and secure, and</p>				



	<p>how people choose and make friends. Taught through PSHEE</p>				
	<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Taught through Lower School assemblies which are revisited annually</p>				
	<p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Taught through Lower School assemblies which are revisited annually</p>				
	<p>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 Taught through Lower School assemblies which are revisited annually</p>				
	<p>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. Taught through Lower School assemblies which are revisited annually</p>				
<p>Respectful relationships</p>					
	<p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Taught through Lower School assemblies</p>				
	<p>practical steps they can take in a range of different contexts to improve or support respectful relationships. Taught through Lower School assemblies</p>				
	<p>the conventions of courtesy and manners. Taught through Lower School assemblies</p>				
			<p>the importance of self-respect and how this links to their own happiness. Taught through PSHEE</p>		
			<p>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. Taught through PSHEE</p>		



	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. Taught through PSHEE				
				what a stereotype is, and how stereotypes can be unfair, negative or destructive. Taught through PSHEE	
the importance of permission-seeking and giving in relationships with friends, peers and adults Taught through ring time conversations					
Online relationships					
that people sometimes behave differently online, including by pretending to be someone they are not Taught through story					
	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 Taught through PSHEE using CEOP				



	resources				
		the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Taught through PSHEE using CEOP resources			
		how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Taught through PSHEE using CEOP resources			
		how information and data is shared and used online Taught through PSHEE using CEOP resources			
Being safe					
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Taught through ring time conversations					
about the concept of privacy and the					



<p>implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Taught through ring time conversations</p>					
<p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Taught through PSHEE using PANTS resources</p>					
	<p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Taught through PSHEE</p>				
<p>how to recognise and report feelings of being unsafe or feeling bad about any adult. Taught through ring time conversations</p>					
			<p>how to ask for advice or help for themselves or others, and to keep trying until they are heard. Taught through PSHEE</p>		
<p>how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>					



Taught through ring time conversations					
				where to get advice e.g. family, school and/or other sources. Taught through PSHEE	
Mental wellbeing					
that mental wellbeing is a normal part of daily life, in the same way as physical health.					
Taught through Lower School assemblies and during PSHEE time with stories for more age specific content					
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Taught through PSHEE				
	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. Taught through PSHEE				
					how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Taught through PSHEE
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Taught in PE Lessons and through Lower School assemblies				



	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Taught through Lower School assemblies				
					isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Taught through PSHEE
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content					
					where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Taught through PSHEE
					it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Taught through PSHEE
Internet safety and harms					
that for most people the internet is an integral part of life and has many benefits.					



<p>Taught through ring time stories and conversations</p>					
<p>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. Taught through Lower School assemblies</p>					
<p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content</p>					
	<p>why social media, some computer games and online gaming, for example, are age restricted.</p>				
<p>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. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content</p>					
					<p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Taught through PSHEE</p>
<p>where and how to report concerns and get support with issues online. Taught through Lower School assemblies and during PSHEE time with stories for more age specific content</p>					
<p style="text-align: center;">Physical health and fitness</p>					
	<p>the characteristics and mental and physical benefits of an active lifestyle Taught in PE Lessons</p>				
	<p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Taught in PE Lessons</p>				
	<p>the risks associated with an inactive lifestyle (including obesity).</p>				



	Taught in PE Lessons			
	how and when to seek support including which adults to speak to in school if they are worried about their health.			
	Taught in PE Lessons			
Healthy eating				
	what constitutes a healthy diet (including understanding calories and other nutritional content).			
	Taught through Lower School assemblies			
	the principles of planning and preparing a range of healthy meals			
	Taught through Lower School assemblies			
	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).			
	Taught through Lower School assemblies			
Drugs, alcohol and tobacco				
				the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Taught through PSHEE
Health and prevention				
				how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Taught through PSHEE
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Taught through Lower School assemblies			
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn Taught through Lower School assemblies			
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Taught through Lower School assemblies			
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.			
				the facts and science



					relating to allergies, immunisation and vaccination. Taught through PSHEE
Basic first aid					
	how to make a clear and efficient call to emergency services if necessary. Taught through Lower School assembly with the Fire Service				
			concepts of basic first-aid, for example dealing with common injuries, including head injuries Taught through children's first aid course?		
Changing adolescent body					
			key facts about puberty and the changing adolescent body, including the human life cycle, particularly from age 9 through to age 11, including physical and emotional changes. Taught through PSHEE		
			about menstrual wellbeing including the key facts about the menstrual cycle. Taught through PSHEE		



Appendix 2 – Curriculum by Year group

Bridge Class

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <p>(see Online Safety Objectives: Curriculum policy)</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. (2.1,5.4, 5.5, 6.2, 6.3, 7.1, 7.2) ● where and how to report concerns and get support with issues online. (1.1,1.2, 5.1, 6.1, 7.3,) <p>HEALTH and WELLBEING: Keeping Safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt</p> <p>RELATIONSHIPS: Safe relationships</p>	<p>HEALTH AND WELLBEING:</p> <p>Ourselves, growing and changing</p> <p>H22. to recognise the ways in which we are all unique H26. about growing and changing from young to old and how people’s needs change H27. about preparing to move to a new class/year group</p> <p>RELATIONSHIPS: Families and close positive relationships</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>HEALTH and WELLBEING: Mental Wellbeing</p> <p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>Healthy Lifestyles (physical wellbeing)</p> <p>H2. about foods that support good health and the risks of eating too much sugar rest and relax H5. simple hygiene routines that can stop germs from spreading H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage</p> <p>LIVING IN THE WIDER WORLD: shared responsibilities</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>



<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>RELATIONSHIPS: Respecting self and others</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>RELATIONSHIPS: Friendships</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>RELATIONSHIPS: Managing hurtful behaviour and bullying</p> <p>R10. that bodies and feelings can be hurt by words and actions (that people can say hurtful things online)</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>Online relationships</p> <p>(see Online Safety Objectives: Curriculum policy)</p> <p>1.1, 1.2, 1.3 2.2 3.2 4.1, 4.2, 6.1</p>	<p>L3. about things they can do to help look after their environment</p> <p>LIVING IN THE WIDER WORLD: Communities</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>LIVING IN THE WIDER WORLD: aspirations, work, career</p> <p>L14. that everyone has different strengths</p> <p>L16. different jobs that people they know or people who work in the community do</p>
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Class 1

Autumn	Spring	Summer
<p>HEALTH AND WELLBEING: Keeping Safe</p> <p>H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) (and firework safety; safe use of digital devices when out and about) (From KS2)</p> <p>RELATIONSHIPS: Managing hurtful behaviour and bullying</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>LIVING IN THE WIDER WORLD: shared responsibilities</p> <p>L1. about what rules are, why they are needed, and</p>	<p>HEALTH AND WELLBEING: Ourselves, growing and changing</p> <p>H22. to recognise the ways in which we are all unique H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>RELATIONSHIPS: Friendships</p> <p>R6. (how important friendships are in making us feel happy and secure,) about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>Healthy Lifestyles (physical wellbeing)</p> <p>H1. about what keeping healthy means; different ways to keep healthy H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading learn how they are treated, and the importance of handwashing.</p> <p>Mental Wellbeing</p> <p>H15. (to recognise that not everyone feels the same at the same time, or feels the same about the same things) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. H16. about ways of sharing feelings, how to recognise and talk about their emotions; to have a range of words to describe feelings when talking about their own and others' feelings. H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>Online relationships (see online safety objectives: Curriculum</p>



<p>why different rules are needed for different situations</p> <p>LIVING IN THE WIDER WORLD: Media literacy and digital resilience</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p>	<p>RELATIONSHIPS: Families and close positive relationships</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>Policy)</p> <p>SELF-IMAGE AND IDENTITY 1.3, 1.4, 1.5</p> <p>ONLINE RELATIONSHIPS 2.3, 2.4, 2.5 2.6, 2.7, 2.8</p> <p>ONLINE REPUTATION 3.2, 3.3, 3.4 3.5, 3.6, 3.7</p> <p>ONLINE BULLYING 4.2, 4.3, 4.4</p> <p>MANAGING ONLINE INFO 5.1, 5.2, 5.3, 5.4, 5.5</p> <p>HEALTH, WELL-BEING AND LIFESTYLE 6.1, 6.2</p> <p>PRIVACY AND SECURITY 7.1, 7.2, 7.3, 7.4, 7.5, 7.6</p>
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Class 2

Autumn	Spring	Summer
<p>RELATIONSHIPS: Managing hurtful behaviour and bullying</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p>	<p>HEALTH AND WELLBEING: Ourselves, growing and changing</p>	<p>HEALTH AND WELLBEING: Mental Wellbeing</p> <p>H13. how feelings can affect people’s bodies and how they behave: that mental wellbeing is a normal part of daily life, in the same way as physical health.</p>



<p>R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>RELATIONSHIPS: Safe relationships</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>RELATIONSHIPS: Respecting self and others</p> <p>R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on</p>	<p>H23. to identify their strengths, what they like and dislike</p> <p>RELATIONSHIPS: Families and close positive relationships</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>RELATIONSHIPS: Friendships</p> <p>R6. how important friendships are in making us feel happy and secure, about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy</p> <p>Online relationships (see online safety objectives: Curriculum Policy) SELF-IMAGE AND IDENTITY 1.6, 1.7, 1.8, 1.9 ONLINE RELATIONSHIPS 2.6, 2.7, 2.8, 2.9, 2.10</p>	<p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>HEALTH AND WELLBEING: Healthy Lifestyles (physical wellbeing) H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy</p> <p>Health and Wellbeing: Keeping Safe</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H33. about the people whose job it is to help keep us safe H36. how to get help in an emergency (how to dial 999 and what to say) H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>
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<p>things that matter to them</p> <p>LIVING IN THE WIDER WORLD: Media literacy and digital resilience</p> <p>L9. that not all information seen online is true</p>	<p>ONLINE REPUTATION 3.7, 3.8, 3.9 3.10, ONLINE BULLYING 4.2, 4.3, 4.4 MANAGING ONLINE INFO 5.5 HEALTH, WELL-BEING AND LIFESTYLE 6.1, 6.2, 6.3, 6.4 PRIVACY AND SECURITY 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11</p>	
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Class 3

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <p>Online relationships (see online safety objectives: Curriculum Policy)</p> <p>SELF-IMAGE AND IDENTITY 1.10 ONLINE RELATIONSHIPS 2.11, 2.12 ONLINE REPUTATION 3.10, 3.11 ONLINE BULLYING 4.5 - 4.12</p> <p>HEALTH, WELL-BEING AND LIFESTYLE 6.5 PRIVACY AND SECURITY 7.12, 7.13, 7.14</p> <p>Being Safe</p> <ul style="list-style-type: none"> ● how to ask for advice or help for themselves or others, and to keep trying until they are heard. H37. reasons for following and complying with regulations and restrictions (including age 	<p>Respectful relationships</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p>	<p>Mental Wellbeing</p> <p>HEALTHY LIFESTYLES: Mental health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>



<p>restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) (and firework safety; safe use of digital devices when out and about) H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online (and how to report concerns, inappropriate content and contact)</p> <p>Changing adolescent body</p> <ul style="list-style-type: none"> ● key facts about puberty and the changing adolescent body, including the human life cycle, particularly from age 9 through to age 11, including physical and emotional changes. ● about menstrual wellbeing including the key facts about the menstrual cycle. <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies,</p>	<p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations</p>	<p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>LIVING IN THE WIDER WORLD Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>LIVING IN THE WIDER WORLD: economic well-being, money (from KS1) L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things</p>
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<p>likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>LIVING IN THE WIDER WORLD Economic wellbeing and aspirations, work and career</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed prevention H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>Families and people who care for me</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and</p>	<p>they want L13. that money needs to be looked after; different ways of doing this</p> <p>LIVING IN THE WIDER WORLD: aspirations, work, career (from KS1)</p> <p>L15. that jobs help people to earn money to pay for things L17. about some of the strengths and interests someone might need to do different job</p> <p>LIVING IN THE WIDER WORLD Economic wellbeing and money</p> <p>L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p>
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	<p>stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<ul style="list-style-type: none"> ● EXTERNAL FIRST AID COURSE IF POSSIBLE, every two years : concepts of basic first-aid, for example dealing with common injuries, including head injuries
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Class 4

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <p>Online relationships (see online safety objectives: Curriculum Policy)</p> <p>SELF-IMAGE AND IDENTITY 1.10, 1.11, 1.12, 1.13</p> <p>ONLINE RELATIONSHIPS 2.12 - 2.18</p> <p>ONLINE REPUTATION 3.12</p> <p>ONLINE BULLYING 4.13, 4.14</p> <p>MANAGING ONLINE INFO 5.6, 5.7, 5.8, 5.9</p> <p>HEALTH, WELL-BEING AND LIFESTYLE 6.6, 6.7, 6.8, 6.9, 6.10</p> <p>PRIVACY AND SECURITY 7.15, 7.16, 7.17, 7.18</p> <p>COPYRIGHT AND OWNERSHIP 8.1 - 8.9</p> <p>OURSELVES: GROWING AND CHANGING</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p>FRIENDSHIPS</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Respectful relationships</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice e.g. family, school and/or other sources and report concerns if worried about their own or someone else's personal safety (including online) and to keep trying until they are heard.</p>	<p>HEALTHY LIFESTYLES: Health and wellbeing (physical wellbeing)</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>Health and prevention</p> <ul style="list-style-type: none"> ● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.



<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>LIVING IN THE WIDER WORLD Communities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> ● 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. ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<ul style="list-style-type: none"> ● concepts of basic first-aid, for example dealing with common injuries, including head injuries <p>Mental Wellbeing</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
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Class 5

Autumn	Spring	Summer
<p>FRIENDSHIPS</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Online relationships (see online safety objectives: Curriculum Policy)</p> <p>SELF-IMAGE AND IDENTITY 1.12 - 1.15 ONLINE RELATIONSHIPS 2.14 - 2.25 ONLINE REPUTATION 3.12 – 3.15 ONLINE BULLYING 4.14 MANAGING ONLINE INFO 5.10 – 5.48 HEALTH, WELL-BEING AND LIFESTYLE 6.7, 6.12</p>	<p>HEALTHY LIFESTYLES: Drugs, alcohol and tobacco</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) (and firework safety; safe use of digital devices when out and about) (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Families and people who care for me</p> <ul style="list-style-type: none"> ● the characteristics of healthy family life, 	<p>HEALTHY LIFESTYLES: Mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Mental Wellbeing</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their



<p>COPYRIGHT AND OWNERSHIP 8.10 - 8.12</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>OURSELVES: GROWING AND CHANGING</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>LIVING IN THE WIDER WORLD Media Literacy and digital resilience</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p>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.</p> <p>Respectful relationships</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R29. where to get advice e.g. family, school and/or other sources. and report concerns if worried about their own or someone else's personal safety (including online) and to keep trying until they are heard.</p> <p>R31. to recognise the importance of self-respect and how this can affect their</p>	<p>emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Health and prevention</p> <ul style="list-style-type: none"> ● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● concepts of basic first-aid, for example dealing with common injuries, including head injuries ● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● the facts and science relating to allergies, immunisation and vaccination. <p>LIVING IN THE WIDER WORLD Economic wellbeing and aspirations, work and career</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions</p>
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<p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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Lower School assemblies/PE lessons

Autumn	Spring	Summer
<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● 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. <p>where and how to report concerns and get support with issues online.</p> <p>Caring friendships</p> <ul style="list-style-type: none"> ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● that most friendships have ups and downs, and 	<p>Respectful relationships</p> <ul style="list-style-type: none"> ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ● practical steps they can take in a range of different contexts to improve or support respectful relationships. ● the conventions of courtesy and manners. <p>Healthy eating</p> <ul style="list-style-type: none"> ● what constitutes a healthy diet (including understanding calories and other nutritional content). ● the principles of planning and preparing a range of healthy meals ● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Physical health and fitness (PE lessons)</p> <ul style="list-style-type: none"> ● the characteristics and mental and physical 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● <p>HEALTHY LIFESTYLES: Health and wellbeing (physical wellbeing)</p> <p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>



<p>that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <ul style="list-style-type: none"> ● 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. 	<p>benefits of an active lifestyle</p> <ul style="list-style-type: none"> ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● the risks associated with an inactive lifestyle (including obesity). ● how and when to seek support including which adults to speak to in school if they are worried about their health 	<p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed prevention</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Health and Prevention</p> <ul style="list-style-type: none"> ● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
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