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## **Relationships and Sex Education Policy**

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**Date:** 10.2.22

**Policy Review Cycle:** Every 3 years

**Review Assigned to:** Bewley Primary School

## **Relationships and Sex Education policy**

### **Relationships and Sex Education - definition (content other than what is covered by the Science Curriculum)**

The focus of Relationships and Sex Education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This will also help them to recognise any less positive relationships when they encounter them.

All children from the age of four in Reception will be taught about safe and healthy relationships. Using the updated guidance, staff will talk to children in an age appropriate way about the features of healthy friendships, family relationships and other relationships they are likely to encounter. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

**From age three (nursery):** Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

**Age four to six (reception – year 1):** From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Teachers will address online safety and appropriate behaviour, including content on how information and data is shared and used in all contexts, including online.

When teaching about families, there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

School will encourage cultivation of character traits and positive personal attributes, helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils will develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships and Sex Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Pupils will be taught how to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. Pupils will be taught about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Sex Education is not statutory in Primary Schools, however, some content will be taught to meet the needs of our pupils. During Year 6, our transition phase before moving to secondary schools supports our pupils ongoing emotional and physical development. Boys and girls are prepared for the changes that adolescence brings, and knowledge will be drawn from the national curriculum for science for how a baby is conceived and born. All parents are consulted before the final year of primary school with detailed content of what will be taught and parents are given the right to withdraw their child from Sex Education.

#### How is Relationships and Sex Education taught?

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

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

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

#### Year 6 – Sex Education

- Know how and understand why close relationships are formed, especially during adolescence
- Understand why friendship is important in the establishment of close relationship
- Know about and understand the physical, mental and emotional changes that take place during puberty
- Learn about sex (and bust some myths!)
- Know about gender identities and have an awareness of transgender issues
- Understand the difference between being transgender and transvestite

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

#### Who is responsible for teaching Relationships and Sex Education?

Relationships and Sex Education will be delivered by class teachers and/or teaching assistants. PSHE lead is responsible for delivery of staff training and monitoring of RSE.

How is Relationships and Sex Education monitored and evaluated?

Each of The Trust schools' will have their own monitoring and evaluating systems in place. Examples of which could be book scrutinise, pupil voice, and lesson walk throughs.

Do parents / carers have the right to withdraw their child from Relationships and Sex Education?

Parents / carers do not have the right to withdraw their child from Relationships education as it is a statutory requirement of Primary Schools from September 2020.

Parents / carers do have the right to withdraw their child from Sex Education in year 6 after being provided with detailed information about the content that will be covered.

How often will the Relationships and Sex Education policy be reviewed? What date will it be next reviewed?

To be reviewed every 3 years.

What is the subject content Relationships and Sex Education? When is each topic taught (taking account of age of pupils)

TOPIC	BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>● That families are important for children growing up because they can give love, security and stability</li><li>● 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</li><li>● 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</li><li>● 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</li><li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>● 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</li><li>● 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</li></ul>

	<p>conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**See Appendix 1 for year group overviews**

How is delivery of the content made accessible to all pupils, including those with SEND?

- High quality teaching that is differentiated and personalised, preparing all pupils for adulthood outcomes
- School awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND
- Content and teaching is tailored to meet the specific needs of pupils at different developmental stages, ensuring it is sensitive, age appropriate, developmentally appropriate and delivered within reference to the law (Equality Act 2010)
- RRSA article
- Pre teaching and discussions with child and/or parent/carers prior to teaching when required.

How is delivery of the content made accessible to all pupils, including those with varying religious backgrounds, age, sex, race, disability, religious or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Equality Act 2010)?

- High quality teaching is differentiated and personalised, preparing all pupils for adulthood outcomes
- School awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to sexual orientation or gender reassignment
- Content and teaching is sensitive and age appropriate

How has the Relationships and Sex Education policy been produced? How will it be kept under review (In both cases working with parents)?

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 member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

What are the legal requirements of schools

Schools must produce a RSE policy based on the guidance from the Department for Education. The policy is Relationships Education, Relationships and Sex Education (RSE) and Health Education (see for further guidance) Equality Act 2010.

How does the Relationships and Sex Education policy reflect the views of Governors?

As well as fulfilling their legal obligations, the governing boards or management committee make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## APPENDIX 1

**Core theme 1: Health & Wellbeing**

**Core theme 2: Relationships**

**Core theme 3: Living in the Wider World**

**Sex and Relationships Education**

**Awareness of views in the wider world**

<b>YEAR 1</b>		<b>Rationale</b>
<b>3D PSHE LESSON OVERVIEW</b>		
<b>Autumn 1</b>	Unit 5 LESSON 6: Internet Safety - E-Safety Unit 3 LESSON 6: Emotions – Mood Swings Unit 1 LESSON 1: Feelings - How I Feel Unit 1 LESSON 2: Responses - You and Me Unit 1 LESSON 3: Opinions - I Think... Unit 1 LESSON 4: Co-operation – Negotiation Unit 1 LESSON 5: Co-operation - Want to Play? Unit 1 LESSON 6: Co-operation - Let's Debate!	To help the children understand their own emotions as well as the emotions of others.  To understand how we work and play together.
<b>Autumn 2</b>	Unit 4 LESSON 1: Happiness - Smile! Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Unit 3 LESSON 2: Comparisons - All the Same Unit 3 LESSON 4: Right and Wrong - In the Right	To be able to manage our behaviour and emotions when things might not go our way.
<b>Spring 1</b>	Unit 2 LESSON 1: Definition - A Bully is... Unit 2 LESSON 2: Unkindness - Blame Game Unit 2 LESSON 3: Behaviour - Bullying is... Unit 2 LESSON 4: Behaviour - + and – Unit 2 LESSON 5: Behaviour - Help Me! Unit 3 LESSON 3: Behaviour - In My Shoes Unit 3 LESSON 5: Teasing - Cry Baby!	To understand how to be safe online. To understand what being kind means and to treat others in a kind manner. To Discuss what empathy means and how people may feel in certain situations.



<p><b>Spring 2</b></p>	<p>Unit 1 LESSON 1: Healthy Eating - Vote Green!</p> <p>Unit 2 LESSON 1: Dental Hygiene - Brushing Up!</p> <p>Unit 2 LESSON 2: Dental Hygiene - Bright White</p> <p>Unit 2 LESSON 3: Dental Hygiene - Top Teeth</p> <p>Unit 2 LESSON 4: Washing Hands - Meet Grub!</p> <p>Unit 2 LESSON 5: Keeping Clean - Bath-time</p> <p>Unit 2 LESSON 6: Skin - Skinny Tips</p>	<p>To know what health and hygiene means.</p> <p>To Learn how to take care of ourselves and practise good hygiene.</p>
<p><b>Summer 1</b></p>	<p>Unit 3 LESSON 6: Kindness - Give a Little</p> <p>Unit 4 LESSON 5: Family - My Family</p> <p>Unit 4 LESSON 6: Family - Special People</p> <p>Unit 1 LESSON 6: Caring - Talking to Plants</p>	<p>To be able to Talk about our families and people who are special to us.</p> <p>To be able to discuss why people are special to us.</p> <p>To care about all living things and why this is important.</p>
<p><b>Summer 2</b></p>	<p>Unit 3 LESSON 4: Changing Needs - I Need</p> <p>Unit 3 LESSON 3: Growing Up - All Grown Up</p> <p>Unit 5 LESSON 1: Sun Safety – It’s a cover up!</p> <p>Unit 5 LESSON 4: Personal Safety - Secret Surprise</p> <p>Unit 5 LESSON 5: Emotional Safety - Getting Help</p>	<p>To be able to Talk about emotional and some physical changes since birth.</p> <p>To understand why we should care for ourselves and be able to empathise with others.</p> <p>To be able to Talk about and know the difference between secrets and surprises.</p> <p>To understanding when not to keep adults’ secrets.</p> <p>To be able to say ‘no’.</p>

<b>YEAR 2</b>		
<b>3D PSHE LESSON OVERVIEW</b>		
<b>Autumn 1</b>	<p>Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time!</p> <p>Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?</p> <p>Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ...</p> <p>Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter</p> <p>Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!</p> <p>Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers</p> <p>Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty</p>	<p>To understand what healthy eating is and why it is important.</p> <p>To understand the importance of rules and why we have class rules.</p> <p>To understand the rule of turn taking, how to share and the importance of sharing.</p>
<b>Autumn 2</b>	<p>Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends</p> <p>Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends</p> <p>Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour!</p> <p>Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike</p>	<p>To understand how friendship works and why it is important to have friends.</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr!</p> <p>Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words</p> <p>Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope</p> <p>Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad</p> <p>Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal!</p>	<p>To understand a range of emotions, why we have them and strategies of how to manage them.</p> <p>To understanding that actions have consequences.</p> <p>To understand the importance of having aspirations.</p>
<b>Spring 2</b>	<p>Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals</p> <p>Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ...</p> <p>Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club!</p> <p>Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area</p> <p>Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care</p> <p>Core Theme 1 Unit 5 LESSON 2: Road Safety – Green X Code</p> <p>Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine</p>	<p>To discuss the Importance of belonging and how this makes us feel.</p> <p>To understand the importance of being part of school and local community/projects.</p> <p>To understand the importance of keeping safe and road safety.</p> <p>To understanding the importance of medicines and the need for medicines to be taken with an adult present.</p>
<b>Summer 1</b>	<p>Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls</p> <p>Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits</p> <p>Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters;</p> <p>Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical!</p> <p>Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles</p>	<p>To understand the difference between boys and girls.</p> <p>To learn the names for different parts of the body.</p> <p>To understand their own body and the importance of keeping healthy.</p> <p>To know ways of how to keep</p>

	Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!	healthy the importance of physical health.
<b>Summer 2</b>	Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den	To understand the importance and value of money as well as how to keep it safe. To have an understanding of basic business and how production/money works.

**YEAR 3****3D PSHE LESSON OVERVIEW**

<b>Autumn 1</b>	<p>Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal?</p> <p>Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act</p> <p>Core Theme 1 Unit 3 LESSON 3: Working With Food – Master Chef</p> <p>Core Theme 1 Unit 3 LESSON 4: Working With Food – Our Food Hall</p>	<p>To understand the importance of a well-balanced diet. And</p> <p>To have some understanding of where food comes from and how to use it.</p>
<b>Autumn 2</b>	<p>Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost!</p> <p>Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!</p> <p>Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars</p> <p>Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices</p>	<p>To understand the emotions/feelings of loss and how to deal with these.</p> <p>To have an understanding of money and choices that come with it.</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat</p> <p>Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar</p> <p>Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-Protection</p> <p>Core Theme 1 Unit 6 LESSON 4: Online Privacy – It’s Personal</p> <p>Core Theme 3 Unit 1 LESSON 1: Rules – I’m In Charge!</p> <p>Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning</p> <p>Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time</p>	<p>To understand online safety, how to manage this and how to keep safe.</p>
<b>Spring 2</b>	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am!</p> <p>Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds</p> <p>Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One</p> <p>Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define: Healthy</p> <p>Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids?</p> <p>Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice</p>	<p>To have an understanding of physical, emotional and mental health.</p> <p>To know how to manage changes and feelings.</p> <p>To have an understanding of how to make the right health choices and to understand the consequences of unhealthy choices.</p> <p>To share personal goals, respecting the similarities and differences of others.</p>

<p><b>Summer 1</b></p>	<p>Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown!  Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap  Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call  Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999  Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!</p>	<p>To understand the physical and emotional changes that take place.  To understand who to call and when to call them in an emergency.</p>
<p><b>Summer 2</b></p>	<p>Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains  Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree  Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings  Core Theme 2 Unit 4 LESSON 3: Celebrate Diversity – Inside Outside</p>	<p>To understand the importance of relationships with family and friends.  To understand how we are connected through similarities.  To respect people’s different cultural and religious views/beliefs.</p>

**YEAR 4****3D PSHE LESSON OVERVIEW**

<b>Autumn 1</b>	<p>Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration</p> <p>Core Theme 2 Unit 3 LESSON 2: Self-Worth – I’m a Marvel!</p> <p>Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience – Don’t Give Up</p> <p>Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over</p>	<p>To help the children understand resilience, being kind to one another and empathy.</p>
<b>Autumn 2</b>	<p>Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind</p> <p>Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes</p> <p>Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features</p> <p>Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time</p> <p>Core Theme 2 Unit 5 LESSON 3: Friendship – The BAFAs</p>	<p>To be awareness of different family units.</p> <p>To explore the qualities of a good friend.</p>
<b>Spring 1</b>	<p>Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot Dot Dash</p> <p>Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up!</p> <p>Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts</p> <p>Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It’s Debatable</p>	<p>To explore the different ways that people with each other.</p> <p>To be able to communicate with others in a kind manner.</p>
<b>Spring 2</b>	<p>Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places</p> <p>Core Theme 3 Unit 2 LESSON 1: Different Communities – My community</p> <p>Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap</p>	<p>To understand how to work together to create a better, safer environment for all.</p> <p>To explore ways of Interacting/communicating with the community.</p>
<b>Summer 1</b>	<p>Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I’m Good at That</p> <p>Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me</p> <p>Core Theme 1 Unit 4 LESSON 3: Setting Goals – That’s My Goal!</p> <p>Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream</p>	<p>To be able to promote self-confidence and self-belief.</p> <p>To be able to set individual, realistic, goals and ambitious aspirations.</p>
<b>Summer 2</b>	<p>Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game</p> <p>Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up</p> <p>Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers</p>	<p>To Promote teamwork and be able to work with different children.</p> <p>To discussing problems and be able to work collaboratively to solve them.</p> <p>To discussing discrimination and stereotypes.</p>

**YEAR 5**  
**3D PSHE LESSON OVERVIEW**

<b>Autumn 1</b>	<p>Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ...</p> <p>Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge</p> <p>Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights</p>	<p>To be able to discuss structure and why it is important. Understand the importance of democracy, government and monarchy.</p> <p>To know that Children have rights (link to RRSA.)</p>
<b>Autumn 2</b>	<p>Core Theme 1 Unit 4 LESSON 1: Bereavement – It’s Natural</p> <p>Core Theme 1 Unit 4 LESSON 2: Bereavement - Poppies</p> <p>Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War</p> <p>Core Theme 3 Unit 2 LESSON 1: Community Event – We’re Cultured!</p>	<p>To discuss how people can feel alone and misunderstood.</p> <p>To understand through talking how death is a part of the life cycle.</p> <p>To understand the need for empathy if people are having a difficult time.</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters</p> <p>Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States?</p> <p>Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All</p> <p>Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast</p>	<p>To understand the importance of food groups and the need for a well-balanced diet.</p> <p>To be aware of racism and other forms of discrimination in society. To discuss the impact of this on society.</p> <p>To learn about gender discrimination and the different forms of discrimination in society.</p> <p>To challenge stereotypes and discrimination.</p>
<b>Spring 2</b>	<p>Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional</p> <p>Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info</p> <p>Core Theme 2 Unit 1 LESSON 2: Listening – I’m All Ears!</p> <p>Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios</p>	<p>To be able to make links between physical, mental and emotional health.</p> <p>To develop communication and listening skills.</p> <p>To recognise the importance of using different communication skills -when to listen or talk.</p>
<b>Summer 1</b>	<p>Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team</p> <p>Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars</p>	<p>To understand the Importance of working collaboratively.</p> <p>To learn cooking skills.</p>
<b>Summer 2</b>	<p>Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble</p> <p>Core Theme 2 Unit 2 LESSON 2: Shared Goals – It’s All Go!</p> <p>Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In</p>	<p>To understand the importance of collaborative working to find a solution or to get the best possible outcome.</p> <p>To understand the importance of individual contribution /teamwork within the community.</p>

<b>YEAR 6</b>		
<b>3D PSHE LESSON OVERVIEW</b>		
<b>Autumn 1</b>	<p>Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams</p> <p>Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers</p> <p>Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’</p> <p>Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That!</p>	<p>To be able to identify their strengths and how they fit into class and wider society.</p> <p>To encourage high aspirations and the importance of this.</p>
<b>Autumn 2</b>	<p>Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No!</p> <p>Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware</p> <p>Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke</p> <p>Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let’s Be Frank</p>	<p>To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures.</p> <p>To Identify risks associated with use and misuse of a range of substances and the impact that this can have on individuals, family and friends.</p> <p>To be able to making responsible and informed decisions regarding medicines, alcohol, tobacco and other substances and drugs.</p> <p>To understand the difference between alcoholic and non-alcoholic drinks.</p> <p>To discuss the dangers of smoking.</p> <p>To discuss substance abuse and how everyday substances have uses but also can be misused.</p> <p>To further discuss the effects of substance abuse.</p>
<b>Spring 1</b>	<p>Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What’s Puberty?</p> <p>Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose!</p> <p>Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive</p>	<p>To understand physical, emotional and mental development/changes.</p> <p>To have an understanding of how to live a healthy lifestyle and why this is important.</p> <p>To understand appropriate and inappropriate touch.</p> <p>To have an understanding about how to make the correct decisions in regards to medicines and drugs.</p> <p>To have an awareness of the different names for drugs.</p>
<b>Spring 2</b>	<p>Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections</p>	<p>To understand that relationships can change as we grow up and be aware that</p>



		people/situations can have both a positive and negative impact on relationships.
<b>Summer 1</b>	<p>Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket</p> <p>Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms</p> <p>Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!</p> <p>Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money</p> <p>Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money</p>	<p>To have an understanding of finances, how to budget and what this means.</p> <p>To understand the importance of savings and how to make money ‘go further’.</p> <p>To understand monetary terms e.g. VAT, interests, discounts, loan, tax.</p> <p>To understand the principles of enterprise and making money.</p> <p>To know and understand the principles of charity work.</p>
<b>Summer 2</b>	<p>Lesson 1 Sex and Relationships Education Lesson</p> <p>Lesson 2 Sex and Relationships Education Lesson</p> <p>Lesson 3 Sex and Relationships Education Lesson</p> <p>Lesson 4 Sex and Relationships Education Lesson</p> <p>Lesson 5 Sex and Relationships Education Lesson</p> <p>Summer 2 Lesson 1 Awareness of views in the wider world</p> <p>Summer 2 Lesson 2 Awareness of views in the wider world</p> <p>Summer 2 Lesson 3 Awareness of views in the wider world</p> <p>Summer 2 Lesson 4 Awareness of views in the wider world</p> <p>Summer 2 Lesson 5 Awareness of views in the wider world</p>	<p>To know and understand why close relationships are formed particularly in adolescence.</p> <p>To understand the importance of close friendships and how these develop.</p> <p>To have an awareness of gender identity discussing the terms transgender and transvestite.</p> <p>To understand the wider world, people’s views and beliefs and the impact that this can have on/in the wider world.</p>