



## **Relationships and Sexual Health Education**

### **POLICY**

### **NOVEMBER 2025**

**Policy Date: November 2025**  
**Review Cycle: Annually**  
**Responsible Body: Bewley LGC**  
**Agreed in draft for ratification Autumn Term**

#### **Version Control**

<b>Review Date</b>	<b>Updates</b>
V1 November 2025	

## Contents

Contents.....	2
Introduction .....	3
Legal Framework .....	3
Aims and Objectives.....	3
Curriculum Content.....	3
Roles and Responsibilities .....	5
External Agencies and Support Contacts.....	6
Appendix A: RSHE Curriculum Map Template.....	9
Appendix B: Parental Withdrawal Procedure .....	21
Appendix C: RSHE Resource Vetting Checklist .....	22

## Introduction

This policy outlines Spark Education Trust's approach to delivering Relationships, Sex and Health Education (RSHE) across all schools within our Trust. It is informed by the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025) and will be followed from September 2025.

## Legal Framework

This policy has been developed in accordance with:

- Education Act 2002, Section 80A
- Education Act 1996, Section 403
- Department for Education statutory guidance: Relationships Education, RSE and Health Education (July 2025)
- Keeping Children Safe in Education 2025
- Equality Act 2010
- Other relevant Trust policies (Safeguarding, SEND, Online Safety & Behaviour).

## Aims and Objectives

The aims of RSHE at Spark Education Trust are to:

- Provide a comprehensive, age-appropriate curriculum that reflects pupils' needs and experiences.
- Promote the physical, emotional, and social development of pupils.
- Equip pupils with knowledge and skills to make informed decisions about their health and relationships.
- Foster a safe and supportive environment for discussing sensitive issues.
- Ensure teaching is inclusive, respectful, and sensitive to diverse beliefs and backgrounds.

## Curriculum Content

### Relationships Education (Primary)

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

## Relationships and Sex Education (RSE)(Secondary)

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

## Health Education (Primary & Secondary)

- Mental wellbeing
- Internet safety and harms, including AI and deepfakes
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body
- Suicide prevention and self-harm awareness

## Teaching and Learning Strategies

RSHE will be taught using:

- Class discussions and debates
- Group work and role-playing
- Multimedia resources
- Guest speakers and external agencies where appropriate
- Interactive workshops

Teachers will establish ground rules to ensure discussions remain appropriate, respectful, and safe.

## Guiding Principles

RSHE delivery is underpinned by:

1. Engagement with pupils to ensure relevance
2. Engagement and transparency with families, providing access to materials
3. Positivity, promoting healthy relationships and lifestyles
4. Careful sequencing of age-appropriate topics
5. Relevance and responsiveness to pupil needs
6. Skilled delivery and staff training
7. Whole school approach embedding RSHE in all aspects of school life

## Inclusion and Equality

- RSHE is inclusive of all pupils, and reflects different family structures, faith backgrounds, cultures, genders and sexual orientations.

- Curriculum adaptations are made for pupils with SEND.
- LGBT+ inclusive content is mandatory and is delivered in an age-appropriate, factual and respectful manner.
- Teaching respects and considers religious and cultural backgrounds while meeting statutory requirements.

## Parental Engagement and Right to Withdraw

- Parents/carers will be informed of RSHE curriculum content and may request to view teaching materials
- **Primary:** No right to withdraw from Relationships Education or Health Education.  
**Sex Education:** Headteachers/Heads of School must automatically grant parental requests to withdraw from Sex Education which is not statutory until KS3.
- **Secondary:** Parents/carers may request withdrawal from non-statutory sex education beyond biological reproduction. Requests must be made in writing.
- The Headteacher/Head of School (or Senior Leader) will meet with parents/carers (and the pupil, where appropriate) before making a decision. Notes and decisions will be recorded.

## Safeguarding and Pupil Welfare

- RSHE will be delivered safely and in line with safeguarding procedures.
- Staff are trained to manage sensitive discussions appropriately, respond to disclosures and follow safeguarding policy and procedures.
- Pupils are informed of confidentiality limits and staff reinforce confidentiality boundaries.
- Staff teach sensitive topics (e.g. abusive relationships, harmful online behaviours, misogyny, self-harm, illegal acts such as strangulation) in a factual and protective way.

## Roles and Responsibilities

- **Trustees/Trust Board:** Ensure statutory compliance, approve policy, allocate resources.
- **Headteacher/Head of School/Governors:** Implement and monitor RSHE, ensure staff training, evaluate effectiveness.
- **RSHE Coordinators:** Curriculum development, resource selection, parental liaison, monitoring.
- **Teaching Staff:** Deliver RSHE safely and effectively, maintain safe environment, respond appropriately to disclosures.
- **Parents/Carers:** Support learning, engage in consultation, communicate concerns.

Parents/carers may contact the following with RSHE queries:

- RSHE Lead: Mr S. Dunn
- Headteacher: Mrs S. Clift
- Designated Safeguarding Lead: Mrs S. Clift

Printed copies of policies/materials available upon request.

## Training and Professional Development

All teachers of RSHE receive regular training on covering statutory guidance, safeguarding, inclusive practice, LGBT+ and inclusion, SEND adaptations and online safety. New staff and supply teachers receive relevant induction training.

## External Agencies and Support Contacts

### Each school list relevant services:

- Local sexual health services
- School nurse- The Parent Support Advisor can refer to the school nursing team and health visitor services to provide support for children and their family. Parent Support Advisor can also support families through the Early Help Service.

### - Mental health support

At Bewley we have an experienced and trusted Parent Support Advisor. She offers meetings, home visits and bespoke solutions to problems to ensure that families are empowered to do their very best for their children. We also:

- Employ a qualified therapeutic play therapist who provides 1:1 play therapy sessions.
- Provide Drawing and Talking sessions with trained teaching assistants. This is a 12-week course. The teaching assistants will sign post to our PSA if further therapeutic work is needed.
- Provide links to Youth Directions, Alliance and other outside agencies.
- Offer less intensive solutions delivered by our excellent staff including Time to Talk, Friendship groups, Thera play activities, Socially Speaking, Thrive, Lunchtime social group and 1-1 drop ins with the school's PSA.

**Teesside CAMHS Single Point of Contact (SPOC) is 0300 2000 000**

**Youth Directions** [01642 677600](tel:01642677600)

**School Health** 0333 3202 302.

## Online Support



**CATCH IT APP: *Anxiety & Depression.***

App to help managing negative thoughts and promote positive thought processes.



### **CHILL PANDA APP: *Reduce Worries***

App to provide information and step by step guides for breathing techniques and exercises to calm the mind.



### **IESO: *Online Therapy***

Assists with anxiety, stress, low mood and much more. Online counselling

[www.iesohealth.com/en-gb](http://www.iesohealth.com/en-gb)



### **MEE TWO: *Mental Health Support***

Online app to discuss issues affecting the lives of students. Anonymous advice available from experts.





### **YOUNG MINDS: *Mental Health Support***

Website providing support and online toolkits designed to help improve mental health. Online Blog.

[youngminds.org.uk](http://youngminds.org.uk)



### **KOOTH: *Online Counselling Support***

Free online anonymous mental health support. Online crisis support. Articles and community blogs. Online journaling available.

[www.kooth.com](http://www.kooth.com)



### **CHILDLINE: *Online Line Information***

Online and telephone counselling and support. Information and advice regarding a large range of topics. Online toolbox providing strategies and assistance.

[www.childline.org.uk](http://www.childline.org.uk)



### **Anna Freud National Centre for Children and Families**

<https://www.annafreud.org>



- RSHE Lead contact: Mr S. Dunn [Bewley@bewleyprimary.org.uk](mailto:Bewley@bewleyprimary.org.uk) 01642371647

- Safeguarding contacts Mrs S. Clift, Mrs J. Hepple, Mr K Porritt, Mr J. Cumisky  
[safeguarding@bewleyprimary.org.uk](mailto:safeguarding@bewleyprimary.org.uk)

## Monitoring, Evaluation, and Review

- Monitoring through lesson observations, learning walks, pupil surveys, assessment of knowledge and attitudes.
- Feedback from pupils, parents, and staff informs curriculum improvement.
- Annual policy review or sooner if legislative updates occur.
- Annual reporting to Trust on RSHE provision and compliance.

## Complaints

- Complaints follow the Trust's complaints procedure.
- Alleged breaches of policy are investigated by school leadership and reported to the Trust central team.

# Appendix A: RSHE Curriculum Map Template

## 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

YEAR 1 3D PSHE LESSON OVERVIEW		Rationale
Autumn 1	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.
Autumn 2	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.
Spring 1	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	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.

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

YEAR 2		
3D PSHE LESSON OVERVIEW		
Autumn 1	<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>
Autumn 2	<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>
Spring 1	<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>
Spring 2	<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>

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

<b>YEAR 3</b>		
<b>3D PSHE LESSON OVERVIEW</b>		
<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>
<b>Summer 1</b>	<p>Core Theme 1 Unit 7 LESSON 1: Before Puberty – You've Grown!</p> <p>Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap</p> <p>Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call</p> <p>Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999</p>	<p>To understand the physical and emotional changes that take place.</p> <p>To understand who to call and when to call them in an emergency.</p>



	Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!	
Summer 2	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	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.

YEAR 4 3D PSHE LESSON OVERVIEW		
Autumn 1	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I'm a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience – Don't Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over	To help the children understand resilience, being kind to one another and empathy.
Autumn 2	Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship – The BAFAs	To be awareness of different family units. To explore the qualities of a good friend.
Spring 1	Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot Dot Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts	To explore the different ways that people with each other. To be able to communicate with others in a kind manner.



	Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It's Debatable	
Spring 2	Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places Core Theme 3 Unit 2 LESSON 1: Different Communities – My community Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap	To understand how to work together to create a better, safer environment for all. To explore ways of Interacting/communicating with the community.
Summer 1	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I'm Good at That Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That's My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream	To be able to promote self-confidence and self-belief. To be able to set individual, realistic, goals and ambitious aspirations.
Summer 2	Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game Core Theme 2 Unit 2 LESSON 2: Working Together – Build It Up Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers	To Promote teamwork and be able to work with different children. To discussing problems and be able to work collaboratively to solve them. To discussing discrimination and stereotypes.

YEAR 5		
3D PSHE LESSON OVERVIEW		
Autumn 1	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ... Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge	To be able to discuss structure and why it is important. Understand the importance of democracy, government and monarchy.

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

	Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In	within the community.
--	--	-----------------------

YEAR 6		
3D PSHE LESSON OVERVIEW		
Autumn 1	<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>
Autumn 2	<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>

		To further discuss the effects of substance abuse.
<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 people/situations can have both a positive and negative impact on relationships.</p>
<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>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>

Summer 2 Lesson 1 Awareness of views in the wider world	To have an awareness of gender identity discussing the terms transgender and transvestite. To understand the wider world, people's views and beliefs and the impact that this can have on/in the wider world.
Summer 2 Lesson 2 Awareness of views in the wider world	
Summer 2 Lesson 3 Awareness of views in the wider world	
Summer 2 Lesson 4 Awareness of views in the wider world	
Summer 2 Lesson 5 Awareness of views in the wider world	

At the start of Year 5, girls are taught about menstrual wellbeing including the key facts about the menstrual cycle by The PSA, Mrs Hepple.

## Appendix B: Parental Withdrawal Procedure

1. Parent/carer submits written request to the Headteacher/Head of School.
2. A meeting is arranged with the parent/carer (and pupil where appropriate).
3. The Headteacher/Head of School/Senior Leader explains lesson content and discusses concerns.
4. Decision confirmed in writing and recorded.
5. Alternative supervised provision arranged.
6. Re-entry to lessons may be requested at any time.

## Appendix C: RSHE Resource Vetting Checklist

Resources must:

- Align with DfE statutory guidance.
- Be age-appropriate.
- Be inclusive and respectful of protected characteristics.
- Be factually accurate.
- Be free from stereotypes.
- Be safeguarding appropriate.
- Be shareable with parents when requested.