

Maidwell Primary School

Draughton Road
Maidwell
Northamptonshire
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Relationships & Health Education Policy

History	Details
September 2020	New Policy
November 2021	Paragraph 11: Scheduled review date updated to November 2022 Paragraph 12: Covid-19. New paragraph

The Governing Body of Maidwell Primary School has formally adopted this policy. The Headteacher and the Governing Body will review it no later than one year from the date of signature below.

Last Review

November 2021

Next Review

November 2022

GB Approval
Date

Signature
Chair of Governors

Maidwell Primary School
RELATIONSHIPS AND HEALTH EDUCATION POLICY

PURPOSE

This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

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I Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

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

2 Consultation with parents

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

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in Appendix I of this policy.

Parents are provided with the following information:

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

The school aims to build positive relationships with parents and, if required, will discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents will be informed through the school website about the content of the Relationships and Health Education taught in each year group. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

3 Curriculum Content

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

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered (Appendix 3/4).

4 Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to:

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

See table below for the content laid out in the DfE Guidance:

Families	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring Relationships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful Relationships	<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 • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults
	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

5 Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See table below for the content laid out in the DfE Guidance:

Mental wellbeing	<ul style="list-style-type: none">• Mental wellbeing is a normal part of daily life, in the same way as physical health. 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.• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• The benefits of physical exercise, time outdoors, community participation, 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.• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• Where and how to seek support (including recognising the triggers for seeking support), 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).• 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.
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Internet safety and harms	<ul style="list-style-type: none"> • For most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices 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. • Why social media, some computer games and online gaming, for example, are age restricted. • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<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).
Drugs alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

6 Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

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

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

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

7 Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to the Relationships and Health Education Lead **Mrs Rosemarie James**

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

8 Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. The school understands its responsibilities in relation to the Equality Act 2010, specifically, that it must not unlawfully discriminate against:

- Women/girls and men/boys
- People of different races
- Disabled people
- People with different religions or beliefs or with no religion or belief
- People of different ages
- Lesbian, gay and bisexual and straight people
- People who have changed their sex

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

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

The curriculum will be 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 a mum and a dad, blended families (step/half siblings) 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).

We will encourage children to be respectful of the differences between boys and girls, but we will also be careful of assuming that boys and girls have distinct characteristics which can lead to negative stereotyping. For example, we will discourage negative characterisation of gender such as “boys don’t cry”, or “girls shouldn’t play football” and dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

9 Sex education

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

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we teach pupils sex education in Year 6 beyond what is required of the science curriculum: *Living and Growing – Boy Talk, Girl Talk, How Babies are Made, How Babies are Born*.

10 Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships and health education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see Appendix 2 for objectives taught and terminology used).

11 Monitoring and review

This policy will be reviewed on an annual basis by the relationships and health education subject lead, Head Teacher and governors. The next scheduled review date for this policy is **November 2022**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and parents by the school website.

12 COVID-19

Circumstances involving lockdown, partial lockdown or a return to Remote Learning for a specific period will potentially impact on children's wellbeing and mental health. As such, and because of this, as a school, we may alter the focus of lessons to address needs as identified.

An example of this may be a focus on return to school in Class 3, for example, to identify a unit such as:

Year 5 Self-Worth and Setting Goals

- Strengths and abilities
- Setting goals
- Emotional Health and Well-being

as being appropriate in the return to school phase.

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Parents are encouraged to provide their views at any time.

Year 1:

Statutory requirements

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including **head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth**) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Year 2:

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Year 3 and Year 4 – nothinglinked

Year 5:

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6:

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

	<u>Healthy and happy friendships »</u>	<u>Similarities and differences »</u>	<u>Caring and responsibility »</u>	<u>Families and committed relationships »</u>	<u>Healthy bodies, healthy minds »</u>	<u>Coping with change »</u>
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family.*	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

Healthy and Happy Friendships		
	Year A	Year B
Term 1	Class 1 KSI Year 1: Making friends and getting along <ul style="list-style-type: none"> • Friends • Kindness • Getting along, sharing and turn-taking 	Year 2: What makes a happy friendship <ul style="list-style-type: none"> • What makes a happy friendship? • Personal boundaries • Worries
	Class 2 Y3/4 Year 3: Being a good friend <ul style="list-style-type: none"> • What makes a good friend? • Personal space • Resilience 	Year 4: Solving friendship difficulties <ul style="list-style-type: none"> • Qualities of a good friend • Solving friendship difficulties • Personal boundaries and permission
	Class 3 Y5/6 Year 5: Changing friendships <ul style="list-style-type: none"> • Identity • Peer pressure • Emotional health and well-being 	Year 6: Relationships and feelings <ul style="list-style-type: none"> • Personal safety • Relationships and change • Wider emotions

Similarities and Differences		
	Year A	Year B
Term 2	Class 1 KSI Year 1: We are all unique; we are all special <ul style="list-style-type: none"> • I am special • Who I am makes me unique • We don't all feel the same way 	Year 2: Strengths, abilities and stereotypes <ul style="list-style-type: none"> • My strengths and abilities • Stereotypes • Whose job?
	Class 2 Y3/4 Year 3: Respecting and valuing one another <ul style="list-style-type: none"> • Different but equal • Our school community • Valuing one another and considering people's feelings 	Year 4: Diversity and difference <ul style="list-style-type: none"> • Being British • Making a judgement • A different point of view
	Class 3 Y5/6 Year 5: Self-worth and setting goals <ul style="list-style-type: none"> • Strengths and abilities • Setting goals • Emotional health and wellbeing 	Year 6: Safe and respectful behaviours <ul style="list-style-type: none"> • Identity online • Online bullying • Identities and belonging

Caring and Responsibility			
	Year A	Year B	
Term 3	Class 1 KSI	Year 1: Our special people <ul style="list-style-type: none"> • My special people • How our special people care for us • Keeping safe 	Year 2: Special people in our communities <ul style="list-style-type: none"> • Community helpers • When we need help • Our communities and groups
	Class 2 Y3/4	Year 3: Responsibility and boundaries <ul style="list-style-type: none"> • Being responsible • Responsibility and personal space • Caring and empathy 	Year 4: Rights and responsibilities <ul style="list-style-type: none"> • Our rights, our responsibilities • The UN Convention on the Rights of the Child • Family roles and responsibilities
	Class 3 Y5/6	Year 5: Caring in the community <ul style="list-style-type: none"> • Care needs • Feeling lonely • Why volunteer? 	Year 6: Respectful behaviour online and offline <ul style="list-style-type: none"> • Taking care of myself • Looking after my money • Transition to secondary

Families and committed relationships			
	Year A	Year B	
Term 4	Class 1 KSI	Year 1: The importance of family <ul style="list-style-type: none"> • My family • Our families • Superhero families! 	Year 2: The diversity of families <ul style="list-style-type: none"> • Who is in a family? • A happy family • Families of all kinds
	Class 2 Y3/4	Year 3: Different types of committed relationships <ul style="list-style-type: none"> • Commitment and marriage • All change! • Family changes: when parents separate 	Year 4: Families and other relationships <ul style="list-style-type: none"> • Different relationships: boundaries and behaviour • Belonging • Caring families
	Class 3 Y5/6	Year 5: Healthy, committed relationships <ul style="list-style-type: none"> • Values of healthy relationships • Diversity in relationships • It's all about commitment 	Year 6: Starting a family* <ul style="list-style-type: none"> • Starting a family • The impact of having a baby • When is it right?

Healthy bodies and healthy minds			
	Year A	Year B	
Term 5	Class 1 KSI	Year 1: Amazing bodies <ul style="list-style-type: none"> • My amazing body • Private body parts • Looking after our bodies 	Year 2: Staying safe and healthy <ul style="list-style-type: none"> • Healthy feelings • Staying safe at home • Feeling poorly
	Class 2 Y3/4	Year 3: Sleep, food and hygiene <ul style="list-style-type: none"> • The power of sleep • Making healthy food choices • Germs! 	Year 4: Influences and personal choices <ul style="list-style-type: none"> • Healthy influences • Making healthy choices • Dealing with feelings
	Class 3 Y5/6	Year 5: Valuing our bodies and minds <ul style="list-style-type: none"> • Valuing ourselves • Alcohol, tobacco and drugs • Virus, bacteria and immunisation 	Year 6: Being the best me <ul style="list-style-type: none"> • Being the best me • Social media safety • Mental health

Coping with change			
	Year A	Year B	
Term 6	Class 1 KSI	Year 1: Growing and changing <ul style="list-style-type: none"> • Animal babies • How have we changed? • A future me 	Year 2: Growing up and setting goals <ul style="list-style-type: none"> • When I am older • Looking at the changes ahead • Goals
	Class 2 Y3/4	Year 3: Coping with feelings when things change <ul style="list-style-type: none"> • New changes • Feeling sad and showing empathy • Happiness 	Year 4: Puberty and hygiene <ul style="list-style-type: none"> • What is puberty? • Understanding periods • Keeping clean as we grow and change
	Class 3 Y5/6	Year 5: Puberty and emotions <ul style="list-style-type: none"> • Puberty • Puberty and emotions • Emotional changes: managing well 	Year 6: Coping with emotional effects of life changes <ul style="list-style-type: none"> • Body image • Puberty and changing relationships • Moving on