RELATIONSHIP & SEX EDUCATION POLICY (RSE)

Including EYFS

Compiled by: J Spooner	Policy version date: August 2023
Approved by:	SLT & Education Committee
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At Halstead St Andrew's we acknowledge and recognise the importance of providing a comprehensive relationships education to all pupils in the school. We ensure that this is provided, and also appropriate sex education to pupils in Years 5 and 6.

Introduction
This policy has been produced following consultation with governors, teachers of PSHCE, TPR, science and pastoral staff, as well as parents. It is reviewed annually and ratified by governors. Parents will be consulted before making or revising a statement within this policy regarding the provision of RSE.

This policy has been written with reference to:
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for schools in England.* (Sept 2019; updated Sept 2021)
- Education Act 2002, section 80A1
- Section 405 of *The1996 Education Act*
- Keeping children safe in education: Statutory safeguarding guidance (2022)
- Children and Social Work Act 2017
- Equality Act 2010

It should be read in conjunction with:
- PSHCE policy and Curriculum
- Curriculum policies, including Science and TPR
- Safeguarding policy
- E-Safety policy
- Behaviour and Exclusions policy
- Anti-Bullying Policy

Responsibilities
The Deputy Head Pastoral leads the pastoral care within the school.
The PSHCE co-ordinator is responsible for co-ordinating RSE, which is taught by form teachers up to Year 5 and by the Head of PSHCE from Years 6 to 8 as part of the PSHCE programme.

Our aims for RSE
We understand that RSE is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body.

We aim to provide pupils with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

We aim to provide a RSE programme which is accessible to all our pupils, regardless of race, ability, culture or religion. Materials and resources for lessons are to be chosen carefully avoiding stereotypical images.

The objectives of RSE are:
- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge

- To raise pupils' self-esteem and confidence, especially in their relationships with others (including safety online)
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To develop skills for a healthier, safer lifestyle (including mental health)
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To support children to develop a strong sense of self and skills
- To provide education on fitness and nutrition that has a positive focus upon energy, fun, social connection and health
- To provide food in schools that is nutritious and balanced
- To be prepared for puberty, adolescence and the move to secondary school

In order to fulfil these objectives we provide a graduated, age-appropriate programme of RSE. Pupils of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Why do we teach RSE?

We believe that the development of RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development. We acknowledge that wide-ranging research has shown that children want information about changes and situations they will experience before they happen to them. A safe, supportive and structured programme in school increases the probability of this being achieved. We understand that although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal. A comprehensive, successful programme, firmly embedded in the school's personal, social, health, emotional and economic education (PSHCE), helps children learn to respect themselves and others and allows them to move, with confidence, from childhood through adolescence.

What will be taught and how?

From up to the end of Year 4 we will teach RSE within PSHCE lessons and in general class discussions. All teachers will receive training and may well be able to include topics within their subject areas, e.g., science, drama and English. The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. At Halstead St Andrew's we use Jigsaw, a purchased PSHCE programme designed to cover all aspects of RSE at age-appropriate stages, as the framework to our planning of RSE.

Pupils start with being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. (See Appendix A for full programme). From the beginning of 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 in play, in negotiations about space, toys, books, resources and so on.

Information for parents
In the Autumn Term, parents receive curriculum details for the work covered in the year. In this, there will be information as to which aspects of RSE are covered. There is also an introductory evening for parents when teachers explain the information further. Form Teachers are readily available to parents for discussions throughout the year. The contents of the puberty and sex education talks for older pupils, are sent to the parents beforehand.

The Right to withdraw
In line with regulations, there is no parental right to withdraw primary aged pupils from relationships education.

Sex education is not compulsory under the age of 11 and the content set out in this policy therefore focuses on Relationships Education. However, we believe it is important that the transition phase before moving to Key stage 3 (Year 7) supports pupils' ongoing emotional and physical development effectively.

At Halstead St Andrew's, education about puberty and sex education is taught in conjunction with the science curriculum; the teaching and materials are appropriate having regard to the age and religious backgrounds of our pupils. Any special educational needs or disabilities of pupils are also considered. Parents will be told if their child will be taught anything outside the science curriculum and may choose to withdraw their children from sex education.

In this instance parents receive all of the material that the pupils will be exposed to in school to allow them to make an informed choice. The letter sent with the materials will give parents an opportunity to discuss any concerns they have with appropriate staff.

Should a child be withdrawn, they will be fully supervised and be given a useful educational task during the session.

Managing difficult questions
Young children often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE. Teachers will use their discretion as to how to answer these questions, especially to the whole class, to ensure that answers are appropriate to the emotional development of all children. Taking the child aside later may be a way to address the question sensitively. We realise that ignoring the question is not a good idea as this could lead to inappropriate internet searching. We understand that children are not usually aware that they are asking a difficult question. Staff can refer to the Head of PSHCE for further support.

Special Educational Needs (SEND)

At Halstead St Andrew's, teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of the scheme of work. Differentiation for children with SEND will be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods

Resources activities will be broken down into small steps, giving pupils achievable goals and enabling teachers to monitor progress. Teaching assistants may be used to support in ways appropriate to the needs of the individual.

Relationships and Sex Education Years 7 and 8

In years 7 and 8, the aim of RSE at Halstead St Andrew's is to give the pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our curriculum will help them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

In Year 7 we will recap on the RSE curriculum in Years 5 and 6. We will discuss boyfriend/girlfriend relationships, body image and peer pressure in relation to intimate relationships.

In Year 8 we will discuss when the right time is to have a sexual relationship, developing intimate relationships, resisting pressure to have sex (and not applying pressure), contraception and sexually transmitted diseases. We will help pupils understand the positive effects that good relationships have on their mental wellbeing, identifying when relationships are not right and understand how such situations can be managed.

We believe that effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that our pupils are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for our pupils to ask questions in a safe environment. Ground rules will always be set with the class to help manage sensitive discussion and a question box will be used to allow pupils to raise issues anonymously.

Pupils will begin to understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

As in the younger years, Years 7 and 8 Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance

of self-worth all form part of our school ethos and curriculum goals.

Pupils in Years 7 and 8 are taught the facts and law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way. The content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explained in a clear, sensitive and respectful manner. It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is also explained sensitively and clearly.

Internet safety is addressed. Pupils are taught the rules and the principles for staying safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils are made aware of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Appendix A

Areas covered (taken from Government RSE Guidance)

By the end of Year 6:

Families and people who care for me	Pupils should know: • 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 friendships	Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, 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	• Pupils should know: • 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.
Online relationships	Pupils should know: • 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	Pupils should know: • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; 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.
Mental Wellbeing	• That mental wellbeing is a normal part of daily life • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

	• 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 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 • That bullying (including cyber bullying) 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 own emotions (including issues arising online) • It is common for people to experience mental health. For many people who do, the problems can be resolved if the right support is made available, especially is accessed early enough.
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electron 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 • that the internet can 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 and health and fitness	• 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 • The risks associated with an inactive lifestyle (including obesity)

	• How and when to see support including which adults to speak to in school if they are worried about their health
Healthy Eating	• 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 eg obesity, tooth decay) and other behaviours (eg the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• How to recognise early signs of physical illness such as weight loss or unexplained changes in 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 handwashing • The facts and science relating to allergies, immunisation and vaccination
Basic First aid	• 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 bodies	• 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

By the end of Year 8:

Halstead St Andrew's pupils will have developed the knowledge covered in Years R-6 and in addition cover the following:

Families	Pupils should know: ● That there are different types of committed, stable relationships. ● How these relationships might contribute to human happiness and their importance for bringing up children ● The characteristics and legal status of other types of long term relationships.
Respectful relationships	Pupils should know: ● How stereotypes, in particular stereotypes based on sex, gender,

, including friendships	race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) ● Practical steps they can take in a range of different contexts to improve or support respectful relationships. ● 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 people in positions of authority and due tolerance of other people's beliefs. ● About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ● What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Online and media	Pupils should know: ● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ● About online risks, including that any materials someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. ● Not to provide material to others that they would not want shared further and to not share personal material which is sent to them. ● What to do and where to get support to report material or manage issues online. ● The impact of viewing harmful content. ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ● How information and data is generated, collected, shared and used online.

Being safe	Pupils should know: ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships, including sexual health	Pupils should know: ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. ● The facts about contraceptive choices. ● The facts around early pregnancy. ● How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ● How the use of alcohol and drugs can lead to risky sexual behaviour. ● The law about sexual intercourse, and the sending or receiving of sexual images.

Health Education

By the end of Year 8:

Mental wellbeing	Pupils should know: ● That mental wellbeing is a normal part of daily life, in the same way as physical health. ● That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, 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, mindfulness techniques, time spent with friends and family and the benefits of hobbies and interests. ● That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. ● How to recognise the early signs of mental wellbeing concerns. ● 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. ● That happiness is linked to being connected to others and that isolation and loneliness can affect them and that it is very important for them to discuss their feelings with an adult and seek support. ● Common types of mental ill health (e.g. anxiety and depression) ● How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
Internet safety and harms	Pupils should know: ● That for most people the internet is an integral part of life and has many benefits. ● About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices 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 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. ● That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● The impact of unhealthy or obsessive comparison with others online

	(including through setting unrealistic expectations for body image) ● Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know: ● The characteristics and mental and physical benefits of an active lifestyle. ● The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, 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. ● About the science relating to cancer, cardiovascular ill-health, blood, organ and stem cell donation.
Healthy eating	Pupils should know: ● 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 and health).
Drugs, alcohol and tobacco	Pupils should know: ● The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ● The physical and physiological consequences of addiction, including alcohol dependency. ● Awareness of the dangers of drugs which are prescribed but still present serious health risks. ● The facts about the harms from smoking tobacco (particularly the link to lung cancer)
Health and prevention	Pupils should know: ● How to recognise the 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, the importance of handwashing, the prevention of infection, and about antibiotics. ● The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: ● How to make a clear and efficient call to emergency services if necessary. ● Concepts of basic first aid, for example dealing with common injuries, including head injuries. ● The purpose of defibrillators and when one might be needed.
Changing adolescent body	Pupils should know: • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Halstead St Andrew's Jigsaw PSHCE programme 2023-24 – lesson overview

There are six topic areas (half term each) – 6 lessons per topic.

Essential lessons to cover in each topic area below to ensure we cover RSE policy links (by end of primary school pupils should know as in Appendix A…….)

Unit	Year 1		Year 2		Year 3	
	Relationships	Physical Health & mental wellbeing	Relationships	Physical Health & mental wellbeing	Relationships	Physical Health & mental wellbeing
Being me in my world	2, 3 & 6		3, 4	1	1	2, 3
Celebrating difference	1, 4, 5		4, 5, 6	4	1, 5, 6	5, 6
Dreams & goals	3, 5		3,	5, 6	5, 6	1, 5, 6
Healthy me	6	1 & 2		2, 4 & 5	4, 5 & 6	4, 5 & 6
Relationships	Any 3		Any 3		1, 2 & 3	1, 2 & 3
Changing me	4,	1, 6	4, 5	6	5	5

Unit	Year 4		Year 5		Year 6	
	Relationships	Physical Health & mental wellbeing	Relationships	Physical Health & mental wellbeing	Relationships	Physical Health & mental wellbeing
Being me in my world	1, 2	1	3, 4	2	Any 3 from 2-6	
Celebrating difference	2, 3	2, 3 & 6	3, 4	3, 4	Any 3	
Dreams & goals	6	6	5, 6	1	4	3, 4
Healthy me	1, 2 & 5	1, 2 & 5	4, 5	1		2, 5 & 6
Relationships	Any 3		Any 3		3, 4, 5	3, 4 & 5
Changing me	1, 2 & 3	1, 2 & 3		2, 3 & 4**	2, 3 & 4**	2, 3 & 4**

** lesson content to be covered in Science lessons but can be complimented by class teachers in addition to.