



RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

April 2025

Eureka Primary School

	Date	Minute No.	Review date
Approved by Governors	_____	_____	_____
Reviewed by Governors	_____	_____	_____
Reviewed by Governors	_____	_____	_____
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Relationship, Sex and Health and Education Policy (RSE)

An Enriching Learning Journey where we feel safe, happy and comfortable.

Introduction

Relationship, Sex and Health Education is the planned provision for the personal and social development of all pupils.

The acquisition of skills, attitudes, values, knowledge and understanding is essential to ensure that pupils are prepared for the opportunities, rights, responsibilities and experiences of secondary education and future adult life.

We believe that successful RSE is achieved through formal and informal learning and from experiences and relationships throughout the school and across a rich and varied curriculum.

As a school we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between adults and pupils.

This policy document identifies strategies developed by the staff and takes into consideration both pupil voice and parent / carer view.

This policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019 – Updated July 2020). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education (conception and birth), though non-statutory, are also part of an integrated PSHE programme, supporting the Science curriculum.

For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects (RSE), as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils

Relationships and Sex Education is defined by the PSHE Association as:

'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'.

Ethos of our School

Our education and environment is inclusive where learning is an enriching experience and we reach our full potential through a purposeful, exciting curriculum that is creative, inspiring and challenging. We all have a desire to achieve and be independent learners, with high expectations of ourselves and our behaviour at all times. There is high quality teaching from committed staff with a child-focussed approach to learning. We ensure safeguarding is a golden thread through everything we do. Mutual respect and honesty is developed through trusting relationships where we all feel valued.

This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

Curriculum

The DfE recognises 5 elements to Relationships Education. These are:

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

In Reception and Key Stage 1 (ages 5 – 7), children will learn about recognising, naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys' and girls' bodies are different; the correct names for body parts; that some parts of their body are private; consent and boundaries and how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (ages 7 – 9), children learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing, including puberty (menstruation and wet dreams); staying safe online; about gender stereotypes and their impact; about feelings and emotions and how to cope with them; that a male and a female are needed to make a baby; what a baby needs; about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (ages 9 – 11), children learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation and wet dreams, and how to cope with them; how babies are conceived (conception and pregnancy), how they develop and are born; consent and boundaries and the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of the RSE curriculum are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty, including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. Pupils should be taught to:

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- 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
- describe the changes as humans develop to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Our whole-school approach to RSE enables all of our children to live healthy, safe, productive, capable, responsible and balanced lives, whilst developing the qualities and attributes they need to thrive as individuals, family members and responsible members of a diverse and ever-changing society.

At the beginning of each half term, the first PSHE lesson will cover 'safe, happy comfortable' and key PSHE and RSHE information to ensure that it is a thread throughout our curriculum and teaching to enable children to understand themselves, their bodies, their privacy and how to keep themselves, and others, safe.

Equality

At Eureka Primary School, we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. We believe that all should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- We will consider the particular needs of boy and girls and be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between all.
- Some children may have learning, emotional and / or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times, which we will support. It may also mean that the RSE curriculum needs adapting to ensure it is accessible to all children through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic, cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult children and parents / carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our children may / will go on to define themselves as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+) and some children may have parents / carers, brothers or sisters, other family members and/or friends who are LGBTQ+. All our children will meet and work with LGBTQ+ people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise that our children may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Relationships, Sex Education (RSE)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all children receiving primary education.

This policy sets out both the rights of parents / carers to withdraw children from sex education - but not Relationships or Health Education - and the process that the Headteacher should follow in considering a request from a parent / carer.

We are delivering our relationships and sex education as part of our timetabled RSE, which is taught during the spring term of each school year.

In RSE lessons, we will cover the following areas:

- Learning about different kinds of families (Relationships)
- Learning that some families may have two male or two female parents (Relationships)
- Learning that homophobic bullying or discrimination is wrong and must be reported if it occurs (Relationships)
- Learning that at puberty, adolescents' emotional feelings for others can change and we can feel attracted to others in a physical way (Relationships)
- Learning that for some people that attraction is to others of the same sex (Relationships)
- Learning what menstruation is and its physical and emotional effects (Health)

As a Primary school, we are not required to teach Sex Education; but must teach Relationships Education and have regard to the statutory guidance in full. At Eureka Primary School, we do teach sex education.

Everything defined in the content for Relationships Education, Health Education and National Curriculum Science does not carry a parental right to withdraw.

Parents / carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Health education encompasses the following:

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

The PSHE Association Education Programme of Study (Key Stages 1 – 2) is the only national programme of study for the subject and is regularly signposted to by the Department for Education for schools to use. At Eureka Primary School, we use the Islington Scheme of work, 'You, Me, PSHE', which follows the programme of study.

The three core themes from the programme of study in 'You, Me, PSHE', are as follows:

Core Theme 1: Health and Wellbeing

- Healthy lifestyles (physical wellbeing)
- Mental Health

- Ourselves, Growing and Changing
- Keeping Safe
- Drugs, Alcohol and Tobacco

Core Theme 2: Relationships

- Families and close positive Relationships
- Friendships
- Managing Hurtful Behaviour and Bullying
- Safe Relationships
- Respecting Self and Others

Core Theme 3: Living in the Wider World

- Shared Responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic Wellbeing: Money
- Economic Wellbeing: Aspirations, Work and Career

Emotional Health and Well-being

The statutory guidance for health education covers physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa.

Irrespective of statutory requirements, teaching about mental health and emotional wellbeing as part of a comprehensive RSE education curriculum is vital. It promotes children's well-being through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing children with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health concerns is an effective means of breaking down any associated stigma.

The emphasis should always be on developing children's knowledge, understanding, skills, language and confidence to seek support, as needed, for themselves or others. They should understand when to seek help, what help is available, and the likely outcome of seeking support.

As with any aspect of RSE, learning about mental health must build up from early learning if it is to be most effective. With very young children, for example, rehearsing ways of asking an adult for help, and persevering if their requests are not listened to, lays the foundations for confidently accessing sources of support when they are older.

Foundation Stage

Our RSE curriculum begins in the early years, with Reception and the early learning goals. We use the NSPCC 'Pants' programme as well as story books re consent and boundaries. This helps the children to understand that their body belongs to them, their privates are private and that they should tell someone they trust if anything makes them feel upset or worried.

A Safe Learning Environment

Our RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Teachers and children together develop and establish ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information. In order for RSE to be conducted safely, the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to every lesson.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques, such as the use of scenarios, will be used to help to keep children safe.
- There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Children will understand how disclosures will be handled.
- Children will be expected to engage and listen during lessons, however, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.
- Children at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.
- A box for anonymous written questions will be provided and questions answered (unless inappropriate or not appropriate for the age of children).

Asking and Answering Questions

Teachers will answer children's questions and concerns in a sensitive, age and development appropriate manner. If unsure, then teachers will refer to the PSHE and RSE Lead for advice and support.

Teachers will apply the following principles:

- 1) Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement / ground rules will help to achieve this.
- 2) If a child's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- 3) Personal questions should be referred to the ground rules / group agreement.
- 4) Teachers will set the tone by speaking in a matter-of-fact way and ensuring that children discuss issues in a way which encourages thoughtful participation.
- 5) If a teacher is concerned that a child is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

We acknowledge that sensitive and potentially difficult issues will arise in our RSE curriculum, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration will be given in regards to the pupil's age, prior learning or readiness. Pupils also have access to a questions box in each class in order for them to write questions down and be answered as they request. These questions may be answered in a 1: 1 situation if it is appropriate or as part of a class discussion. If a safeguarding issue is raised, we will take the appropriate actions (see Safeguarding Policy) and ensure that this concern is dealt with promptly.

Resources

We primarily use 'You, Me, PSHE' scheme but also NSPCC PANTS as well as teaching and learning resources shared by Derbyshire County Council through training. Resources are also purchased, such as books, or accessed online, such as videos. All resources are read and watched before use to ensure they are suitable, age appropriate and support the teaching and learning.

Parents / carers can access any resources to be used in RSE lessons to read and watch. Parents / carers are informed of this in a letter that is sent prior to the teaching of RSE across school.

Confidentiality

Children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information will be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the Designated Safeguarding Lead as soon as possible.

Assessment, Recording and Reporting

We assess children's learning in line with approaches used in the rest of the curriculum. Children's learning is planned using learning outcomes, which are explained to the children. Key questions as well as learning knowledge are expected. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working beyond it. We report to parents / carers at the end of the school year through an annual report and also have parents' evenings twice a year.

Parental Engagement in RSE

We recognise the prime role of parents / carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents / carers in the development and review of RSE. The school will ensure that parents / carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encouraged to support their child's learning at home through shared learning activities, if appropriate. Resources are available for parents / carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents / carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education. If a parent / carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents / carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a written request to withdraw, we will document this process and ensure a record is kept.

Working with Staff

Within the context of the School Improvement Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings or INSET to introduce new areas of work; review the effectiveness of the approaches used and where there is development in the curriculum, teaching and learning.

The PSHE and RSE Lead is entitled to receive training in their role and responsibilities. This supports the development of the school's policy, practice and provision. This includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and well-being. The Lead also takes responsibility for supporting other members of staff in their work relating to PSHE and RSE, which may include ensuring appropriate training opportunities.

The role of Governors

When aspects of PSHE and RSE are in the school improvement plan, the governors will be asked to reflect on, monitor and review the work as appropriate. The Link Governor will play an active role in monitoring, reviewing and developing the policy and its implementation in school, reporting back as necessary to the whole governing body.

Monitoring and Evaluation

- The PSHE and RSE Lead will regularly evaluate the programme. The views of children, staff who deliver the curriculum, parents / carers and governors are used to make changes and improvements to the programme on an on-going basis.
- This policy will be reviewed by the PSHE and RSE Lead / Headteacher and the governing body.

This policy is in line with DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers', and should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

This policy document is freely available on request to the entire school community.

PSHE & RSE Lead: Cassie Hurt

Date of Policy: April 2025

Next review date: April 2026

EUREKA PRIMARY SCHOOL: RELATIONSHIPS, HEALTH AND SEX EDUCATION

NSPCC: PANTS	<div style="border: 1px solid black; padding: 5px;"> <p style="font-size: small; margin: 0;">Families and people who care for me:</p> <ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p style="font-size: small; margin: 0;">Caring friendships:</p> <ul style="list-style-type: none"> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p style="font-size: small; margin: 0;">Respectful relationships:</p> <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults <p style="font-size: small; margin: 0;">Being Safe:</p> <ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical contact 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. </div>	<p>Talk PANTS encourages simple conversations with children to help keep them safe, teaching children five key messages:</p> <ul style="list-style-type: none"> ○ Privates are private (correct vocabulary for body parts will be used consistently). ○ Always remember your body belongs to you - knowing the difference between appropriate and inappropriate touch. ○ No means no - understanding that they have the right to say “no” to unwanted touch. ○ Talk about secrets that upset you. ○ Speak up, someone can help.
EYFS	<p>NSPCC: PANTS EYFS</p> <p>Aims</p> <p style="font-size: small;">To introduce children to the Talk PANTS rules and how they can be used to help keep children safe.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Learning opportunities</p> <p style="font-size: small;">Children have the opportunity to:</p> <ul style="list-style-type: none"> recognise and repeat the Talk PANTS rules talk about some everyday rules that help to keep children safe demonstrate some strategies for seeking support apply the Talk PANTS rules to real-life scenarios. </div> <div style="width: 45%;"> <p>Resources Required</p> <ul style="list-style-type: none"> Talk PANTS song video Talk PANTS poster Pantosaurus and the Power of PANTS story book (optional) A selection of underwear in the role-play area/ home corner </div> </div>	Consent and Boundaries
YEAR 1	<p>NSPCC: PANTS POWER 5 - 7</p> <p>Learning objective</p> <p style="font-size: small;">To learn the Talk PANTS rules and that they help keep children safe.</p> <p>Learning outcomes</p> <p style="font-size: small;">Children will be able to:</p> <ul style="list-style-type: none"> recognise that adults care for children and help them to stay healthy and safe identify safe adults and how to ask for help if something is upsetting or worrying recognise that some parts of the body are private; and be able to name private parts rehearse and recall the PANTS rules 	Consent and Boundaries
YEAR 2	<p style="text-align: center;">NSPCC: MORE PANTS POWER 5 – 7</p> <p>Learning objective</p> <p style="font-size: small;">To learn the Talk PANTS rules and that they help keep children safe.</p> <p>Learning outcomes</p> <p style="font-size: small;">Children will be able to:</p> <ul style="list-style-type: none"> identify that there are different types of touch; and how touch can make people feel recognise that someone's body belongs to them, and that they can say 'no' to being touched describe the difference between secrets or happy surprises, and how to talk to someone when secrets are upsetting explain the PANTS rules and how they can help keep someone safe 	<p style="text-align: center;">YOU, ME, PSHE (YEAR 2)</p> <p>Relationships and health education: Boys and girls, families</p> <ul style="list-style-type: none"> ○ to understand and respect the differences and similarities between people ○ about the biological differences between male and female animals and their role in the life cycle ○ the biological differences between male and female children ○ about growing from young to old and that they are growing and changing ○ that everybody needs to be cared for and ways in which they care for others ○ about different types of family and how their home-life is special

<p>YEAR 3</p>	<p>NSPCC: PANTS BUILDING CONFIDENCE 7 - 9</p> <p>Learning objective To revisit the PANTS rules, and build confidence in seeking help.</p> <p>Learning outcomes Children will be able to:</p> <ul style="list-style-type: none"> • explain the Talk PANTS rules and that children’s bodies belong to them • identify examples of appropriate and inappropriate touch • recognise that no means no and different ways to express this • demonstrate ways to tell an adult and seek support if they feel worried or uncomfortable. 	<p>In Year 3 the Relationship and sex education will include:</p> <ul style="list-style-type: none"> ○ about the way we grow and change throughout the human lifecycle ○ about the physical changes associated with puberty ○ the biological differences between male and female children ○ about growing from young to old and that they are growing and changing ○ that everybody needs to be cared for and ways in which they care for others ○ about different types of family and how their home-life is special
<p>YEAR 4</p>	<p>NSPCC: PANTS BUILDING CONFIDENCE 7 - 9</p> <p>Learning objective To revisit the PANTS rules, and build confidence in seeking help.</p> <p>Learning outcomes Children will be able to:</p> <ul style="list-style-type: none"> • explain the Talk PANTS rules and that children’s bodies belong to them • identify examples of appropriate and inappropriate touch • recognise that no means no and different ways to express this • demonstrate ways to tell an adult and seek support if they feel worried or uncomfortable. 	<p>YOU, ME, PSHE (YEAR 4)</p> <p>Relationships and health education: Growing up and changing</p> <ul style="list-style-type: none"> ○ about the way we grow and change throughout the human lifecycle ○ about the physical changes associated with puberty ○ about menstruation and wet dreams ○ about the impact of puberty in physical hygiene and strategies for managing this ○ how puberty affects emotions and behaviour and strategies for dealing with this ○ to answer each other’s questions about puberty with confidence, to seek support and advice when they need it
<p>YEAR 5</p>	<p>NSPCC: PANTS HOW CAN THE PANTS RULES HELP US? 9 – 11</p> <p>Learning objective To learn about the importance of treating others respectfully, and how the PANTS rules can help.</p> <p>Learning outcomes Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that other people’s bodies belong to them and should be respected. • Describe how to challenge language and behaviours that are unacceptable • Identify when it is right to break a confidence or share a secret • Explain how to get help for themselves or a friend. 	<p>In Year 5 the Relationship and sex education will include:</p> <ul style="list-style-type: none"> ○ about the changes that occur during puberty ○ to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact ○ about menstruation and wet dreams ○ about the impact of puberty in physical hygiene and strategies for managing this ○ how puberty affects emotions and behaviour and strategies for dealing with this ○ to answer each other’s questions about puberty with confidence, to seek support and advice when they need it
<p>YEAR 6</p>	<p>NSPCC: PANTS HOW CAN THE PANTS RULES HELP US? 9 – 11</p>	<p>YOU, ME, PSHE (YEAR 6)</p> <p>Relationships and health education: Healthy relationships</p>

	<p>Learning objective To learn about the importance of treating others respectfully, and how the PANTS rules can help.</p> <p>Learning outcomes Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that other people's bodies belong to them and should be respected. • Describe how to challenge language and behaviours that are unacceptable • Identify when it is right to break a confidence or share a secret • Explain how to get help for themselves or a friend. 	<ul style="list-style-type: none"> ○ about the changes that occur during puberty ○ to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact ○ what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships ○ about human reproduction in the context of the human lifecycle ○ how a baby is made and grows (conception and pregnancy) ○ about roles and responsibilities of parents and carers ○ to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Will be discussed if asked about:</p> <ul style="list-style-type: none"> ○ that contraception can be used to stop a baby from being conceived
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Appendix 1



Eureka Primary School Long Term Plan: PSHE / RSHE

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	Keeping safe and managing risk Identity, society and equality		Physical health and wellbeing Relationships and health education		Mental health and emotional wellbeing Drug, alcohol and tobacco education	
Year 1	Identity, society and equality: Me and others	Keeping safe and managing risk: Feeling safe	Mental health and emotional wellbeing: Feelings	Relationships and health education: Boys and girls, families	Physical health and wellbeing: Fun times	Drug, alcohol and tobacco education: What do we put into and on to bodies?
Year 2	Mental health and emotional wellbeing: Friendship	Keeping safe and managing risk: Indoors and outdoors	Careers, financial capability and economic wellbeing: My money (Year 1)	Relationships and health education: Boys and girls, families	Physical health and wellbeing: What keeps me healthy?	Drug, alcohol and tobacco education: Medicines and me
Year 3	Identity, society and equality: Celebrating difference	Keeping safe and managing risk: Bullying – see it, say it, stop it	Mental health and emotional wellbeing: Strengths and challenges	Relationships and health education: Growing up and changing	Physical health and wellbeing: What helps me choose?	Drug, alcohol and tobacco education: Tobacco is a drug
Years 4	Identity, society and equality: Democracy	Keeping safe and managing risk: Playing safe	Careers, financial capability and economic wellbeing: Saving, spending and budgeting (Year 3)	Relationships and health education: Growing up and changing	Physical health and wellbeing: What is important to me?	Drug, alcohol and tobacco education: Making choices
Years 5	Mental health and emotional wellbeing: Dealing with feelings	Keeping safe and managing risk: Making safer choices	Identity, society and equality: Stereotypes, discrimination and prejudice	Relationships and health education: Healthy relationships	Physical health and wellbeing: In the media	Drug, alcohol and tobacco education: Different influences
Year 6	Mental health and emotional wellbeing: Healthy minds	Keeping safe and managing risk: Keeping safe - out and about FGM (female genital mutilation)	Drug, alcohol and tobacco education: Weighing up risk	Relationships and health education: Healthy relationships	Careers, financial capability and economic wellbeing: Borrowing and earning money (Year 5)	Identity, society and equality: Human rights Moving on: Transition to secondary school

DfE ‘Physical health and mental well-being’ guidance and coverage of statutory health education with ‘You, Me, PSHE’, by the end of Primary:

Coverage of statutory health education within You, Me, PSHE

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Mental wellbeing						
Pupils learn:						
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Mental health and emotional wellbeing: Feelings				Mental health and emotional wellbeing: Dealing with feelings	Mental health and emotional wellbeing: Healthy minds
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.	Mental health and emotional wellbeing: Feelings				Mental health and emotional wellbeing: Dealing with feelings	Mental health and emotional wellbeing: Healthy minds
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.	Mental health and emotional wellbeing: Feelings		Mental health and emotional wellbeing: Strengths and challenges		Mental health and emotional wellbeing: Dealing with feelings	Mental health and emotional wellbeing: Healthy minds
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Mental health and emotional wellbeing: Feelings			Relationships and health education: Growing up and changing	Mental health and emotional wellbeing: Dealing with feelings	Mental health and emotional wellbeing: Healthy minds
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness		Physical health and wellbeing: What keeps me healthy?	Physical health and wellbeing: What helps me choose?			Mental health and emotional wellbeing: Healthy minds
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.		Physical health and wellbeing: What keeps me healthy?		Physical health and wellbeing: What is important to me?		Mental health and emotional wellbeing: Healthy minds
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		Mental health and emotional wellbeing: Friendship	Mental health and emotional wellbeing: Strengths and challenges		Keeping safe and managing risk: Making safer choices Mental health and emotional wellbeing: Dealing with feelings	Mental health and emotional wellbeing: Healthy minds Relationships and health education: Healthy relationships

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Mental wellbeing (continued)						
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.			Keeping safe and managing risk: Bullying – see it, say it, stop it			
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).	Mental health and emotional wellbeing: Feelings	Mental health and emotional wellbeing: Friendship	Keeping safe and managing risk: Bullying – see it, say it, stop it	Relationships and health education: Growing up and changing	Mental health and emotional wellbeing: Dealing with feelings Keeping safe and managing risk: Making safer choices	Mental health and emotional wellbeing: Healthy minds
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.	Mental health and emotional wellbeing: Feelings					Mental health and emotional wellbeing: Healthy minds
Internet safety and harms						
that for most people the internet is an integral part of life and has many benefits.		Keeping safe and managing risk: Indoors and outdoors		Keeping safe and managing risk: Playing safe Relationships and health education: Growing up and changing	Physical health and wellbeing: In the media Keeping safe and managing risk: Making safer choices Identity, society and equality: Stereotypes, discrimination and prejudice DATE: Different influences	Relationships and health education: Healthy relationships

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Internet safety and harms (continued)						
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.		Keeping safe and managing risk: Indoors and outdoors		Keeping safe and managing risk: Playing safe Physical health and wellbeing: What is important to me?	Keeping safe and managing risk: Making safer choices	
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.		Keeping safe and managing risk: Indoors and outdoors	Keeping safe and managing risk: Bullying – see it, say it, stop it		Keeping safe and managing risk: Making safer choices	Keeping safe and managing risk: Keeping safe out and about
why social media, some computer games and online gaming, for example, are age restricted.				Keeping safe and managing risk: Playing safe		
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.			Keeping safe and managing risk: Bullying – see it, say it, stop it		Keeping safe and managing risk: Making safer choices	
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			Physical health and wellbeing: What helps me choose?	Keeping safe and managing risk: Playing safe	Keeping safe and managing risk: Making safer choices Physical health and wellbeing: In the media	
where and how to report concerns and get support with issues online.		Keeping safe and managing risk: Indoors and outdoors	Keeping safe and managing risk: Bullying – see it, say it, stop it		Keeping safe and managing risk: Making safer choices	
Physical health and fitness						
the characteristics and mental and physical benefits of an active lifestyle.		Physical health and wellbeing: What keeps me healthy?	Physical health and wellbeing: What helps me choose?			Mental health and emotional wellbeing: Healthy minds
Physical health and fitness (continued)						
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.		Physical health and wellbeing: What keeps me healthy?	Physical health and wellbeing: What helps me choose?			
the risks associated with an inactive lifestyle (including obesity).		Physical health and wellbeing: What keeps me healthy?	Physical health and wellbeing: What helps me choose?			
how and when to seek support including which adults to speak to in school if they are worried about their health.	Physical health and wellbeing: Fun times DATE: What do we put into our bodies? Keeping safe and managing risk: Feeling safe Mental health and emotional wellbeing: Feelings	Physical health and wellbeing: What keeps me healthy? Mental health and emotional wellbeing: Friendship Keeping safe and managing risk: Indoors and outdoors	Keeping safe and managing risk: Bullying – see it, say it, stop it DATE: Tobacco is a drug	DATE: Making choices Keeping safe and managing risk: Playing safe Relationships and health education: Growing up and changing	Keeping safe and managing risk: Playing safe: Making safer choices Mental health and emotional wellbeing: Dealing with feelings	DATE: Weighing up risk Relationships and health education: Healthy relationships Mental health and emotional wellbeing: Healthy minds
Healthy eating						
what constitutes a healthy diet (including understanding calories and other nutritional content).		Physical health and wellbeing: What keeps me healthy?	Physical health and wellbeing: What helps me choose?	Physical health and wellbeing: What is important to me?	Physical health and wellbeing: In the media	
the principles of planning and preparing a range of healthy meals.		Physical health and wellbeing: What keeps me healthy?	Physical health and wellbeing: What helps me choose?	Physical health and wellbeing: What is important to me?	Physical health and wellbeing: In the media	
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).		Physical health and wellbeing: What keeps me healthy?	Physical health and wellbeing: What helps me choose?	Physical health and wellbeing: What is important to me?	Physical health and wellbeing: In the media DATE: Different influences	DATE: Weighing up risk

(Drugs, alcohol and tobacco DATE – see Eureka Primary School PSHE / RSHE long term plan, page 13)

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Drugs, alcohol and tobacco						
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	DATE: What do we put into our bodies?	DATE: Medicines and me	DATE: Tobacco is a drug	DATE: Making choices	DATE: Different influences	DATE: Weighing up risk
Health and prevention						
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		Physical health and wellbeing: What keeps me healthy?				Mental health and emotional wellbeing: Healthy minds
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Physical health and wellbeing: Fun times			Physical health and wellbeing: What is important to me?		
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		Physical health and wellbeing: What keeps me healthy?		Physical health and wellbeing: What is important to me?		Mental health and emotional wellbeing: Healthy minds
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		Physical health and wellbeing: What keeps me healthy?				
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		Physical health and wellbeing: What keeps me healthy?				
the facts and science relating to allergies, immunisation and vaccination.		Physical health and wellbeing: What keeps me healthy? DATE: Medicines and me		Physical health and wellbeing: What is important to me?		

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Basic first aid						
how to make a clear and efficient call to emergency services if necessary.				Keeping safe and managing risk: Playing safe		
concepts of basic first-aid, for example dealing with common injuries, including head injuries.				Keeping safe and managing risk: Playing safe		
Changing adolescent body						
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.		Relationships and health education: Boys and girls, families		Relationships and health education: Growing up and changing		Relationships and health education: Healthy relationships
about menstrual wellbeing including the key facts about the menstrual cycle.				Relationships and health education: Growing up and changing		Relationships and health education: Healthy relationships

The DfE 'Relationships Education, Relationships and Sex Education (RSE)' with 'You, Me, PSHE', by the end of Primary:

Coverage of statutory relationships education within You, Me PSHE

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Families and people who care for me						
Pupils learn:						
that families are important for children growing up because they can give love, security and stability.	Physical health and wellbeing: Fun times	Relationships and health education: Boys and girls, families Mental health and emotional wellbeing: Friendship				Relationships and health education: Healthy relationships
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.		Relationships and health education: Boys and girls, families		Relationships and health education: Growing up and changing		Relationships and health education: Healthy relationships
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 for them.		Relationships and health education: Boys and girls, families	Identity, society and equality: Celebrating difference			Relationships and health education: Healthy relationships
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.	Physical health and wellbeing: Fun times	Relationships and health education: Boys and girls, families Mental health and emotional wellbeing: Friendship				Relationships and health education: Healthy relationships
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		Relationships and health education: Boys and girls, families				Relationships and health education: Healthy relationships
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Keeping safe and managing risk: Feeling safe				Keeping safe and managing risk: Making safer choices Mental health and emotional wellbeing: Dealing with feelings	Relationships and health education: Healthy relationships

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Caring friendships						
how important friendships are in making us feel happy and secure, and how people choose and make friends.		Mental health and emotional wellbeing: Friendship	Keeping safe and managing risk: Bullying – see it, say it, stop it	Relationships and health education: Growing up and changing	Keeping safe and managing risk: Making safer choices	Relationships and health education: Healthy relationships
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.		Mental health and emotional wellbeing: Friendship	Identity, society and equality: Celebrating difference Keeping safe and managing risk: Bullying – see it, say it, stop it	Relationships and health education: Growing up and changing	Keeping safe and managing risk: Making safer choices	Relationships and health education: Healthy relationships
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Identity, society and equality: Me and others	Mental health and emotional wellbeing: Friendship Relationships and health education: Boys and girls, families	Keeping safe and managing risk: Bullying – see it, say it, stop it	Relationships and health education: Growing up and changing	Keeping safe and managing risk: Making safer choices	Relationships and health education: Healthy relationships Mental health and emotional wellbeing: Healthy minds
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.	Identity, society and equality: Me and others	Mental health and emotional wellbeing: Friendship	Mental health and emotional wellbeing: Strengths and challenges Keeping safe and managing risk: Bullying – see it, say it, stop it	Relationships and health education: Growing up and changing	Keeping safe and managing risk: Making safer choices	Mental health and emotional wellbeing: Healthy minds
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.	Keeping safe and managing risk: Feeling safe	Mental health and emotional wellbeing: Friendship	Keeping safe and managing risk: Bullying – see it, say it, stop it	Relationships and health education: Growing up and changing	Keeping safe and managing risk: Making safer choices	Relationships and health education: Healthy relationships Mental health and emotional wellbeing: Healthy minds

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Respectful relationships						
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	Identity, society and equality: Me and others	Relationships and health education: Boys and girls, families Mental health and emotional wellbeing: Friendship	Identity, society and equality: Celebrating difference	Relationships and health education: Growing up and changing		Relationships and health education: Healthy relationships Mental health and emotional wellbeing: healthy minds
practical steps they can take in a range of different contexts to improve or support respectful relationships.	Identity, society and equality: Me and others	Mental health and emotional wellbeing: Friendship	Mental health and emotional wellbeing: Strengths and challenges		Keeping safe and managing risk: Making safer choices	Mental health and emotional wellbeing: Healthy minds
the conventions of courtesy and manners.	Identity, society and equality: Me and others	Mental health and emotional wellbeing: Friendship	Identity, society and equality: Celebrating difference			Relationships and health education: healthy relationships
the importance of self-respect and how this links to their own happiness.	Identity, society and equality: Me and others	Relationships and health education: Boys and girls, families	Mental health and emotional wellbeing: Strengths and challenges			Mental health and emotional wellbeing: Healthy minds
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.	Keeping safe and managing risk: Feeling safe	Relationships and health education: Boys and girls, families	Identity, society and equality: Celebrating difference Mental health and emotional wellbeing: Strengths and challenges	Identity, society and equality: Democracy	Identity, society and equality: Stereotypes, discrimination and prejudice	Keeping safe and managing risk: Keeping safe – out and about Mental health and emotional wellbeing: Healthy minds Relationships and health education: Healthy relationships
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.		Keeping safe and managing risk: Bullying – see it, say it, stop it	Keeping safe and managing risk: Bullying – see it, say it, stop it		Keeping safe and managing risk: Making safer choices Identity, society and equality: Stereotypes, discrimination and prejudice	

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Respectful relationships (continued)						
what a stereotype is, and how stereotypes can be unfair, negative or destructive.		Relationships and health education: Boys and girls, families			Identity, society and equality: Stereotypes, discrimination and prejudice	Relationships and health education: Healthy relationships Mental health and emotional wellbeing: Healthy minds Keeping safe and managing risk: Keeping safe out and about
The importance of permission-seeking and giving in relationships with friends, peers and adults	Keeping safe and managing risk: Feeling safe Physical health and wellbeing: Fun times	Keeping safe and managing risk: Indoors and outdoors				Keeping safe and managing risk: Keeping safe out and about Relationships and health education: Healthy relationships
Online relationships						
that people sometimes behave differently online, including by pretending to be someone they are not.		Mental health and emotional wellbeing: Friendship		Keeping safe and managing risk: Playing safe	Keeping safe and managing risk: Making safer choices Physical health and wellbeing: In the media	
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.			Keeping safe and managing risk: Bullying – see it, say it, stop it Identity, society and equality: Celebrating difference		Keeping safe and managing risk: Making safer choices Physical health and wellbeing: In the media	Relationships and health education: Healthy relationships
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		Keeping safe and managing risk: Indoors and outdoors	Keeping safe and managing risk: Bullying – see it, say it, stop it	Keeping safe and managing risk: Playing safe	Keeping safe and managing risk: Making safer choices	

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Online relationships (continued)						
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			Keeping safe and managing risk: Bullying – see it, say it, stop it		Physical health and wellbeing: In the media DATE: Different influences Keeping safe and managing risk: Making safer choices	
how information and data is shared and used online.				Keeping safe and managing risk: Playing safe	Keeping safe and managing risk: Making safer choices Physical health and wellbeing: In the media	
Being safe						
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Keeping safe and managing risk: Feeling safe Physical health and wellbeing: Fun times	Mental health and emotional wellbeing: Friendship	Keeping safe and managing risk: Bullying – see it, say it, stop it	Keeping safe and managing risk: Playing safe	Keeping safe and managing risk: Making safer choices	Keeping safe and managing risk: Keeping safe out and about
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.	Keeping safe and managing risk: Feeling safe	Keeping safe and managing risk: Indoors and outdoors		Relationships and health education: Growing up and changing	Keeping safe and managing risk: Making safer choices	Keeping safe and managing risk: Keeping safe out and about (FGM)
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Keeping safe and managing risk: Feeling safe		Keeping safe and managing risk: Bullying – see it, say it, stop it			Keeping safe and managing risk: Keeping safe out and about Keeping safe and managing risk: FGM (Female genital mutilation)
Being safe (continued)						
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Keeping safe and managing risk: Feeling safe	Keeping safe and managing risk: Indoors and outdoors				Keeping safe and managing risk: Keeping safe out and about Keeping safe and managing risk: FGM (Female genital mutilation)
how to recognise and report feelings of being unsafe or feeling bad about any adult.	Keeping safe and managing risk: Feeling safe	Keeping safe and managing risk: Indoors and outdoors			Keeping safe and managing risk: Making safer choices*	Keeping safe and managing risk: Keeping safe out and about Keeping safe and managing risk: FGM (Female genital mutilation)
how to ask for advice or help for self and for others, and to keep trying until they are heard.	Keeping safe and managing risk: Feeling safe	Keeping safe and managing risk: Indoors and outdoors	Keeping safe and managing risk: Bullying – see it, say it, stop it	Keeping safe and managing risk: Playing safe		
how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Keeping safe and managing risk: Feeling safe		Keeping safe and managing risk: Bullying – see it, say it, stop it		Keeping safe and managing risk: Making safer choices	Keeping safe and managing risk: Keeping safe out and about Keeping safe and managing risk: FGM (Female genital mutilation)

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Being safe (continued)						
<p>where to get advice e.g. family, school and/or other sources.</p> <p><i>All lessons include a 'Help, advice and support' section – 'Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust' – the strands included here have a specific activity / outcome relating to help and advice.</i></p>	<p>Keeping safe and managing risk: Feeling safe</p> <p>Physical health and wellbeing: Fun times</p> <p>DATE: What do we put into our bodies?</p> <p>Mental health and emotional wellbeing: Feelings</p>	<p>Mental health and emotional wellbeing: Friendship</p> <p>Keeping safe and managing risk: Indoors and outdoors</p> <p>DATE: Medicines and me</p>	<p>DATE: Tobacco is a drug</p> <p>Mental health and emotional wellbeing: Strengths and challenges</p> <p>Careers: financial capability and economic wellbeing: Saving, spending and budgeting</p>	<p>DATE: Making choices</p> <p>Keeping safe and managing risk: Playing safe</p> <p>Relationships and health education: Growing up and changing</p>	<p>Keeping safe and managing risk: Making safer choices</p> <p>Physical health and wellbeing: In the media</p> <p>Identity, society and equality: Stereotypes, discrimination and prejudice</p> <p>Keeping safe and managing risk: Making safer choices</p> <p>Mental health and emotional wellbeing: Dealing with feelings</p> <p>Careers: financial capability and economic wellbeing: Borrowing and earning money</p>	<p>Relationships and health education: Healthy relationships</p> <p>DATE: Weighing up risk</p> <p>Identity, society and equality: Human rights</p> <p>Mental health and wellbeing: Healthy minds</p> <p>Keeping safe and managing risk: Keeping safe out and about</p>

Coverage of science within the relationships and health education strand in You, Me, PSHE

	Year Two	Year Four	Year Six
Pupils should be taught to:			
<p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Animals including humans, Y1).</p>	<p>Relationships and health education: Boys and girls, families</p> <p>Lesson 3 further develops this science learning to include pupils learning about the biological differences between male and female children.</p> <p>This lesson is sex education.</p>		
<p>notice that animals, including humans, have offspring which grow into adults (Animals including humans, Y2)</p>	<p>Relationships and health education: Boys and girls, families</p> <p>In lesson 2 pupils learn about the biological differences between male and female animals and their role in the life cycle.</p>		
<p>describe the life process of reproduction in some plants and animals (Living things and their habitats, Y5)</p>			<p>Relationships and health education: Healthy relationships</p> <p>Lesson 4 and 5 further develop this learning and are sex education:</p> <p>4. Pupils about human reproduction in the context of the human life cycle</p> <p>5. Pupils learn how a baby is made and grows (conception and pregnancy)</p>
<p>describe the changes as humans develop to old age (Animals including humans, Y5)</p>		<p>Relationships and health education: Growing up and changing</p> <p>In lesson 1 pupils learn about the way we grow and change throughout the human life cycle</p>	<p>Relationships and health education: Healthy relationships</p> <p>Lessons 1 and 5 further develop this learning:</p> <p>1. Pupils learn about the changes that occur during puberty (this is statutory health education)</p> <p>5. Pupils learn how a baby is made and grows (conception and pregnancy) (this is sex education)</p>