

Woodlands Primary School



RSHE POLICY & STATEMENT OF INTENT

Status:	Current	
Date Adopted by Governing body:	December 2022	
Created / updated by Melinda Birt	December 2022	
Review by Curriculum Committee:	December 2024	2 years

Statement of Intent

At Woodlands School we believe that children should have the opportunity to develop an understanding of the world in which they live. We want them to ask questions about the world, using first-hand exploration in order to foster curious and enquiring minds.

We aim to:

- Adopt a whole school approach to Relationship and Sex Education (RSE) and Health Education in the curriculum, which fulfils the entitlement of every child to learning in this area.
- Teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love, care and the responsibilities of parenthood, as well as sex and sexuality.
- Equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- Provide appropriately for the distinctive needs of boys and girls in these aspects of their personal development.
- Educate against discrimination and prejudice.
- Empower children to make informed choices about relationships.
- Give children the knowledge to keep them safe from child abuse.
- Teach children how to stay safe when using social media.

Introduction

At Woodlands we recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadbased curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or

whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive to these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware that we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to access honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Definition of Relationship and Sex Education

The Relationships Education, RSE, and Health Education Regulations 2019 (England) have made Relationships Education compulsory in all primary schools. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The Department continues to recommend that all primary schools should have a Relationships and sex education (RSE) programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

The curriculum of Relationships Education (RSHE) will have some overlap with the existing PSHE curriculum but will be updated for the 21st century and will become compulsory within all schools from September 2020.

In primary school, this subject will cover topics such as:

- Families and carers
- Friendships
- Relationships
- Online Relationships
- Being Safe
- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Facts and Risks Associated with Drugs, Alcohol and Tobacco
Health and Prevention
Basic First Aid
The Changing Adolescent Body

Curriculum Organisation

The headteacher and the RSE leader are responsible for the organisation of RSE. Due to the cross-curricular nature of the subject, it will be taught through topic work, specific targeted lessons from the CWP and supported through the SCARF scheme of work to ensure all RSHE objectives are covered.

Whilst many aspects of RSE are taught throughout the year, some specific age related aspects are delivered at a pre-planned point towards the end of the school year, in order that parents/carers are informed and can be involved in supporting their child.

Where RSE is taught within the curriculum, it will be delivered by the class teacher or RSE leader, and therefore usually within a mixed gender class. RSE assemblies (e.g. topics such as positive relationships, 'The Underwear Rule' or prejudice) are delivered by the RSE leader, teaching staff or the headteacher. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSHE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum.

Y1 Afternoon Curriculum Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1 (6 weeks and 2 half weeks)	SCIENCE – Everyday materials		GEOGRAPHY – Our local area.		ART – Is a self-portrait the same as a photograph?			
Term 2 (7 weeks)	DT – How do I make a tasty and healthy dessert?		HISTORY – Grace Darling		COMPUTING – iSafe	Xmas performance		
Term 3 (7 weeks)	SCIENCE – Seasonal changes		HISTORY – Why was the Great Fire such an important event?		GEOGRAPHY – Continents and oceans of the world		COMPUTING – iAlgorithm	
Term 4 (6 weeks)	SCIENCE – Plants		DT – How do I join different fabrics to make an item?		ART – Printing- Is it best to put the object on the paper or paper on the object?			
Term 5 (5 weeks)	COMPUTING - iProgram	SCIENCE – Animals, including humans		ART – What can you use for a nature sculpture? Goldsworthy				
Term 6 (7 weeks)	GEOGRAPHY – Comparing the weather in an area of the UK with non-European locations (Kenya, Australia, Antarctica)		HISTORY – The Moon Landing		COMPUTING - iDraw	SCIENCE - RSE	ART HISTORY– Cave art- Do you have to use a paint brush to paint?	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Y2 Afternoon curriculum overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1 (6 weeks with 2 half weeks)	ART - Sketching How can different textures be represented with a pencil?		SCIENCE – Animals, including humans		GEOGRAPHY – What are the characteristics of the four countries that make up the United Kingdom?			
Term 2 (7 weeks)	COMPUTING – E-safety	HISTORY – How did Caxton & Bell change the way that we communicate?		DT – How do I build a stable structure?		Xmas performance		
Term 3 (7 weeks)	GEOGRAPHY – How does the climate change based on where in the world a country is located?		SCIENCE – Use of everyday materials		COMPUTING - Programming	HISTORY – What are the similarities and differences between the lives and actions of Rosa Parks and Emily Davison?		
Term 4 (6 weeks)	DT – How do I create a unique bookmark?		ART - Painting What are the similarities and differences between Van Gogh and D-Keele?		SCIENCE – Living things and their habitats			
Term 5 (5 weeks)	ART - Sculpture What can be used to make a sculpture		COMPUTING – Data	SCIENCE – Plants				
Term 6 (7 weeks)	GEOGRAPHY – What are the key human and physical features of Remerton Heath?		COMPUTING – Technology in our lives	ART - History Frank Bowling	HISTORY – The Sinking of the Titanic		SCIENCE - RSE	

Y3 Afternoon curriculum overview 2022-23

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1 (6 weeks with 2 half weeks)	SCIENCE - Light		ART - Sketching – How does a landscape artist decide where to sketch from?		Computing safety	COMPUTING - network		
Term 2 (7 weeks)	HISTORY – How did Britain change from the Stone Age to the Iron Age?		HISTORY – What impact did the Roman Empire have on Britain?		ART – Sculpture- Which way of making a clay pot do I prefer?	DT – How do I help the environment by replacing the plastic bag?		
Term 3 (7 weeks)	SCIENCE – Animals inc. humans		GEOGRAPHY – How do the UK and Poland compare?		SCIENCE- Forces and magnets			
Term 4 (6 weeks)	GEOGRAPHY – Create a tour/map of the school (Fieldwork)	Geography- OS map symbols	SCIENCE – Plants		HISTORY – What was responsible for the mysterious decline of the Mayans?			
Term 5 (6 weeks)	SCIENCE – Rocks		GEOGRAPHY – What are the causes and effects of volcanoes?	Computing- Programming	Knowledge re-cap weeks			
Term 6 (7 weeks)	COMPUTING – Digital Research	DT – How can I create a healthy seasonal drink?		Art – How did the Impressionists represent water in painting?	Art History- Alma Thomas	SCIENCE RSE	Computing- Simulate	

Y4 Afternoon curriculum overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1 6 weeks with 2 half weeks	HISTORY – How did the Anglo-Saxons live? GEOGRAPHY – Map Skills		HISTORY – Were the Vikings bloodthirsty brutes or honourable warriors?		ART – SKETCHING – How are people represented by Roy Lichtenstein?			
Term 2 (7 weeks)	SCIENCE – States of Matter		SCIENCE - Sound		COMPUTING – E-Safety	DT – Are all pizzas unhealthy?		
Term 3 (6 weeks)	GEOGRAPHY – How does life in the Amazon differ from life in the New Forest?		SCIENCE – Electricity		COMPUTING – Data	ART – Painting Animals of Franz Marc and Henri Rousseau		
Term 4 (6 weeks)	SCIENCE – Living things and their habitats		DT – How do I help the environment by building a home for a wild animal?					
Term 5 (6 weeks)	GEOGRAPHY – What are the causes of global warming and what implication does this have for the future?			COMPUTING – Digital Research	SCIENCE – Animals including humans			
Term 6 (7 weeks)	GEOGRAPHY – How was land used around the settlement of...	COMPUTING – Creative Technology	Art – Sculpture Giacometti	ART HISTORY – Pablo Picasso	HISTORY – What are the greatest achievements of the Ancient Egyptians?		SCIENCE - RSE	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Y5 Afternoon curriculum overview 2022-23

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1 6 weeks with 2 half weeks	SCIENCE – Properties and changes of materials		ART - Sketching- How can different shading techniques enhance my sketch?		COMPUTING – E-safety		RE blocked 1.5 days 1.5 Consolidation days	
Term 2 (7 weeks)	HISTORY – What was life like in the trenches?		HISTORY – How did Britain change during WW1?		DT – How do I bring a picture to life?		RE blocked 1.5 days 4 days consolidation	
Term 3 (7 weeks)	SCIENCE – Earth Space		GEOGRAPHY – How does a UK region compare with a region in a Euro country and a region within North or South America? Map Skills		Art - Painting- How did pop artists use colour for impact?			
Term 4 (6 weeks)	ART HISTORY – Banksy		SCIENCE – Life Cycles		Computing Draw Model /DT (Merged subjects) Know – Digital World navigating the world - CAD 3D			
Term 5 (5 weeks)	Science – Forces		GEOGRAPHY – How has river use changed over time? – What is the process of a river? (Fieldwork)			Computing Web		
Term 6 (7 weeks)	Computer Programming	HISTORY – What influence has Ancient Greece had on the western world?			ART - Printing- is printing an effective method of mass producing images? William Morris	SCIENCE – RSE SCIENCE – Changes and reproduction		

Y6 Afternoon curriculum overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Term 1 6 weeks with 2 half weeks	SCIENCE - Light		ART - Sketching Sketching- How do I create a 3D image on a 2D page?		GEOGRAPHY – What is the overall impact of a tsunami?			
Term 2 (7 weeks)	SCIENCE – Changing Circuits		DT – How do I help keep the school safe and secure?		HISTORY – Who was responsible for the Gunpowder plot??		History of the Salisbury Giant	
Term 3 (6 weeks)	GEOGRAPHY – How do the major cities of the world compare?		SCIENCE – Evolution and Inheritance		HISTORY – WW2			
Term 4 (6 weeks)	ART - Painting - What do surrealist images tell us about the artist?		SCIENCE – Healthy bodies		DT – Is it possible to create a nutritious fast food meal?	Art - Sculpture Sculpture- If you could build a statue to represent yourself, what would it look like? Gormley		
Term 5 (6 weeks)	SCIENCE – Classifying Organisms		Art History – Frida Kahlo	Geography Map Skills/Fieldwork		Year 6 Residential		
Term 6 (7 weeks)	Year 6 Performance		Year 6 Parent Performances	HISTORY – Local history unit (Old Sarum and Salisbury Cathedral)		SCIENCE – RSE Year 6 Activities Week	Year 6 Leavers Service	

Subject Content

RSHE will be integrated within the wider curriculum and linked with Science, citizenship, computing, PE and DT.

The content of the programmes of study for each class will be devised yearly by the class teacher in conjunction with the subject leader to ensure that the content is relevant to the age, experience and maturity of the pupils. This will also ensure consistency and progression within each cohort as they move up through the school.

(Please see appendix for the CWP curriculum overview, RSHE learning objectives, curriculum links and SCARF coverage of the RSHE curriculum)

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum, children are

taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about "Understanding the World", children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1

Through the Science curriculum, Year 1 children learn to identify, name, draw and label the basic parts of the human body. Year 2 find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. They find out about the basic needs of animals, including humans, and the importance of exercise, eating the right amounts of different types of food and hygiene.

In computing the children learn how to use technology safely and respectfully, keeping personal information private, and identify where to go for help and support when they have concerns about the content or contact on the internet or other online technologies.

The PE curriculum encourages children to engage in competitive and co-operative physical activities that help to build character and enable children to become physically confident and increase fitness.

Children will have opportunities to reflect on family relationships, different family groups and celebrations and how to form healthy, positive relationships with others. They will take part in the NSPCC 'Speak out! Stay safe!' programme and learn 'The Underwear Rule', and explore why it is important to maintain good health and personal hygiene.

Key Stage 2

Year 3 will be learning about the human body and the differences between male and female bodies, and consider the differences between appropriate and inappropriate touch. In science, they will learn to identify the need for the right types and amount of nutrition.

Year 4 children will begin to find out some basic facts about puberty and explore the topic of respect in a range of relationships.

They will learn about the simple functions of the parts of the digestive system in humans, including the different types of teeth, and learn why it is important to have good dental hygiene.

In the Year 5 Science curriculum, children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual

reproduction in plants, and sexual reproduction in animals (but **not** human reproduction). Children learn to describe the changes as humans develop to old age.

In the summer term they learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings. Lessons focus on the key questions: What are the differences between male and female bodies? How have our bodies changed since we were born? What is puberty? How does your body change? What are the reasons for this change? What is menstruation and why does it happen?

Year 6 will identify and name the main parts of the circulatory system and recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

In Term 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition they will learn about healthy and loving relationships. Lessons focus on the key questions: How do our bodies work? How do we cope with changing emotions and relationships? What is a loving relationship? What is a sexual relationship? How is a baby conceived? What influences our body image? The plan will also include a session about staying safe, and inform children of their right to be in control of their body, as part of this we will talk about FGM, the children will know what it stands for and where to find help.

Children in year 6 will learn about appropriate use of social media, cyber-bullying with specific reference to secondary school and what to do if they are asked to send inappropriate content via a social media platform. This module supports the children in preparation for their secondary school transition and for the advance demands of social media.

Through the PE curriculum children will be introduced to a broader range of skills to build confidence in communicating, collaborating and competing, in a range of increasingly challenging physical activities. We will continue to encourage the children to lead healthy, active lives, and embed values such as fairness and respect.

Children will continue to develop an understanding of relationships within a family, between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Parents and Parental rights to withdraw

We recognise that some parents may be uncomfortable with the thought of their children receiving RSE in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information, where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us, rather than it being left to their peers or the internet.

Woodlands Primary School: RSHE Policy and Statement of Intent

Subject Leader: Melinda Birt

In our school RSE is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed, as set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boys' bodies function and change as they grow into adults.

We believe that RSE should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo and children from becoming embarrassed by the topic. We believe it is the duty of our school to give our young people the information that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Parents / carers will be given the opportunity to contribute to the formulation of the RSE policy through questionnaires and through annual meetings held by the RSE leader, where they will be given the opportunity to ask questions and view the resources being used. Parents will be provided with the current DfE advice leaflet 'Understanding Relationships and Health Education in your child's primary school: a guide for parents' (see below), to explain their rights to withdraw children from the non-statutory RSE programme. Nevertheless parents / carers will be encouraged by the headteacher to allow children to participate. Notification will always be sent to parents/carers in advance of lessons where health professionals such as the School Nurse have been invited to speak. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned work linked the science curriculum in another class until the RSE lesson is over.

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching 'relationships and health education' on GOV.UK.


Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching 'relationships and health education' on GOV.UK.



Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



 If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Answering children's questions

Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than searching for answers on the internet. It is essential that we help children to recognise they are able to ask questions without judgement. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

Our approach is to talk about the topic in a matter of fact manner, without embarrassment. This means that we take the mystique out of the topic, and reassure children that their questions are not rude; they are simply signs of a healthy and natural curiosity. Children are encouraged to write their questions on sticky notes for the teacher to read and answer later. In this way pupils are encouraged to ask questions that they may feel embarrassed to say out loud in public. This will allow teaching staff time to think about how to answer the questions and decide if this is a suitable question for class discussion, or if it would be more appropriate to talk to the child privately. It also allows time to seek help, advice or support from colleagues, or to speak to senior management if required.

Where the question asked seeks information beyond our objectives for that year group, parental permission will be sought before the question can be answered. In the event of this, the child will be given the choice as to whether they wish their parent / carer to be asked for permission.

Menstruation

The onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to help to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school, even in year 4. For this reason we may choose to teach lessons about menstruation in year 3 or 4, to explain what periods are, explain other symptoms associated with menstruation and inform children how they can be managed hygienically and sensitively. The decision to do this will be made by the headteacher after discussion with the RSE leader and class teacher. We strongly believe that menstruation is a healthy biological function for half of our school and it should not be something that a child should feel embarrassed, shameful or be teased about.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. In school we have a menstruation kit available in year 4, 5 & 6 which contains sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors. When school trips or residential visits are arranged for year 4, 5 or 6, provisions to deal with a child's period needs will be considered, added to the risk assessment and planned for.

Safeguarding Children

RSE has a protective factor in preventing further abuse, to help children make sense of their experiences and to help them to develop skills and resilience to keep themselves safe in the future. When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff working at Woodlands have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. Teachers delivering the RSE programme will be made aware of children who may be vulnerable due to past or present abuse or changes in family situations, and lessons may be adapted to support these children.

Whilst we will ensure that pupils are allowed to share concerns with staff in confidence, without fear of being judged or reprimanded, staff will explain the meaning of confidentiality to pupils and will avoid making an unconditional promise of confidentiality. Confidentiality must not prevent action if the child is at risk. Concerns will be recorded and passed on to the Safeguarding lead, who is responsible for accessing specialist help in cases of serious threat to health and welfare of the pupil or of others, or where child protection issues arise. ([See Safeguarding policy for further information on reporting concerns](#))

Monitoring & Evaluation

The headteacher will work with the RSE leader to monitor the provision of RSE across the school. Pupil evaluations will be completed following RSE lessons. These evaluations will be used to collect the pupil's views and review how successful they feel RSE is in our school. Lesson observations will not take place in RSE, due to concern that the presence of extra adults may make children more uncomfortable when discussing sensitive matters, and will restrict conversation and learning.

The school will monitor staff feedback, as to whether they feel confident in delivering the RSE programme, via an annual survey. Teachers who do not feel confident in delivering the programme will receive training and support through team teaching with the RSE leader. Where teachers do not wish to teach RSE due to their religious beliefs, the RSE leader will deliver the lessons. The RSE leader will identify training opportunities, on behalf of the staff, through Wiltshire Right Choice.

Agreed by

M.D. Kitley
Headteacher

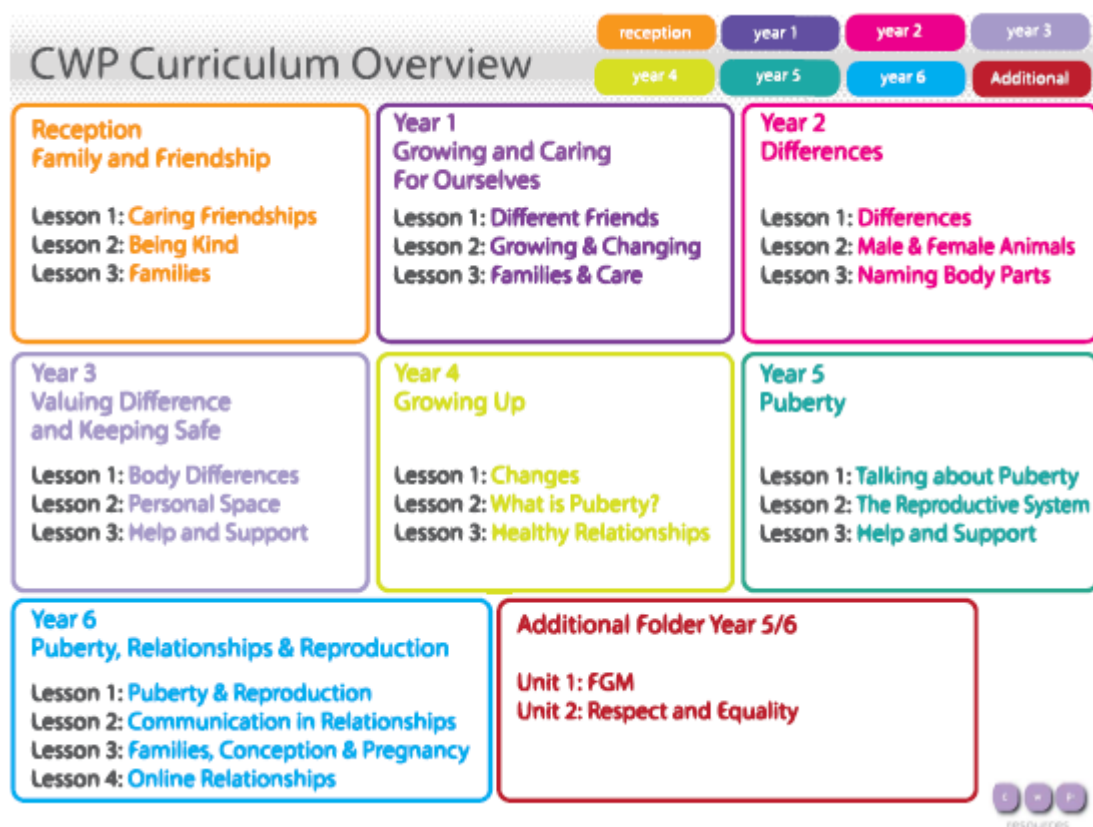
Agreed by

Chair of Governors

Date of approval by Governing Body:
Date for review: September 2024

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Appendix: CWP Curriculum Overview and Scheme of Work



Reception Family and Friendship			
Scheme of Work		Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	Learning Intention To recognise the importance of friendship Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome	Lesson 1 Caring Friendships	Elephant glove puppet or toy Pictures of children at school
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	Learning Intention To recognise the importance of saying sorry and forgiveness Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right	Lesson 2 Being Kind	Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	Learning Intention To recognise that all families are different Learning Outcomes Identify different members of the family Understand how members of a family can help each other	Lesson 3 Families	Elephant glove puppet or toy <i>The Family Book</i> , Todd Parr Families pictures Paper and drawing materials

CWP
resources

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Year 1

Growing & Caring For Ourselves

Key Stage 1

Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)	Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us	Lesson 1 Different Friends	Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils.
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves	Lesson 2 Growing and Changing	Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)	Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 Families and Care	Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i> , Todd Parr

resources

Year 2

Differences

Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies	Lesson 1 Differences	2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies Suggested reading: <i>Pearl Power and the Toy Problem</i> , Mel Elliott <i>Julian is a Mermaid</i> , Jessica Love <i>Are you a boy or are you a girl</i> , Sarah Savage and Fox Fisher <i>Princess Smartypants</i> , Babette Cole <i>William's Doll</i> , Charlotte Zolotow <i>Amazing Grace</i> , Mary Hoffman and Caroline Binch
Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults	Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female	Lesson 2 Male and Female Animals	Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females Name the different body parts	Lesson 3 Naming Body Parts	2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Suggested reading: <i>Shaperville</i> , Andy Mills <i>It's OK to be Different</i> , Todd Parr

resources

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

<div>Year 3</div> <div>Valuing Difference and Keeping Safe Key Stage 2</div>			
Scheme of Work		Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship	
Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a)	Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	Lesson 1 Body Differences	<i>It's OK to be different</i> , Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch	Lesson 2 Personal Space	PANTS cards Unwanted Touch scenarios Additional Activities <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)	Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support	Lesson 3 Help and Support	Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine



<div>Year 4</div> <div>Growing Up Key Stage 2</div>			
Scheme of Work		Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings	
Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals	Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	Lesson 1 Changes	Lifecycle whiteboard summary Body Parts Bingo cards Bingo Flash cards Body Changes pictures Lifecycle Quiz slides Lifecycle Quiz answers Additional Activities Babies and Children worksheet
Health Education Mental wellbeing (6a,6b,6c,6d,6f) Health Education Changing adolescent body (8a, 8b) Menstruation (9a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age	Learning Intention To explore how puberty is linked to reproduction Learning Outcomes Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	Lesson 2 What is Puberty?	Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet Puberty Changes Teacher Guide Suggested Reading <i>Where Willy Went</i> , Nicholas Allan <i>Hair in Funny Places</i> , Babette Cole
Relationships Education Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)	Learning Intention To explore respect in a range of relationships To discuss the characteristics of healthy relationships Learning Outcomes Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.	Lesson 3 Healthy Relationships	Healthy Friendships cards Relationship pictures Online Respect and Self-Respect video https://www.youtube.com/watch?v=mZtXwlzllpk



Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Year 5

Puberty

Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c, 6d, 6f) Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Lesson 1 Talking About Puberty	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template
Health Education Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	Lesson 2 The Reproduction System	Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary
Health Education Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f) Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	Lesson 3 Puberty Help and Support	Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards

resources

Year 6

Puberty, Relationships and Reproduction

Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c, 6d, 6f, 6g, 6i, 6j) Changing Adolescent body (8a, 8b)	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 Puberty and Reproduction	Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Relationships Education Families and people who care for us (1a, 1b, 1d, 1f) Caring friendships (2a, 2b, 2c) Respectful relationships 3b, 3d, 3h) Being safe (5a, 5b, 5c, 5d, 5e)	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 Communication in Relationships	Communication and Touch cards Pupil Questions template
Relationships Education Families and people who care for us (1c, 1d, 1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 Families, Conception and Pregnancy	Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides
Relationships Education Online relationships (4a, 4b, 4c, 4d, 4e) Being safe (5a, 5b, 5d, 5e, 5g, 5h) Mental wellbeing (6h, 6i)	Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 Online Relationships	Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk

resources

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

RSHE Learning Objectives by the end of Primary School (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, DfE 2019)

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.

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

- 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.

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 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 also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

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.

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

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.

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 or 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.

Health and prevention:

Pupils should know...

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

- 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:

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.

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.

Links to the Science Curriculum

Year 1: Animals including humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2: Animals including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 3: Animals including humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Year 4: Animals including humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Year 5: Living Things and their Habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Year 5: Animals including Humans

- describe the changes as humans develop to old age

Year 6: Animals including Humans

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Year 6: Evolution and Inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Links to the Citizenship curriculum

Key Stage 1

Developing confidence and responsibility and making the most of their abilities

- recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- share their opinions on things that matter to them and explain their views
- recognise, name and deal with their feelings in a positive way
- think about themselves, learn from their experiences and recognise what they are good at
- know how to set simple goals.

Preparing to play an active role as citizens

- take part in discussions with one other person and the whole class
- take part in a simple debate about topical issues
- recognise choices they can make, and recognise the difference between right and wrong
- agree and follow rules for their group and classroom, and understand how rules help them
- realise that people and other living things have needs, and that they have responsibilities to meet them
- that they belong to various groups and communities, such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- contribute to the life of the class and school
- realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle

- how to make simple choices that improve their health and wellbeing
- maintain personal hygiene
- how some diseases spread and can be controlled
- about the process of growing from young to old and how people's needs change
- the names of the main parts of the body
- that all household products, including medicines, can be harmful if not used properly
- rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

- recognise how their behaviour affects other people
- listen to other people, and play and work cooperatively
- identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Breadth of opportunities
<ul style="list-style-type: none"> • take and share responsibility (for example, for their own behaviour • by helping to make classroom rules and following them; by looking after pets well) • feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves) • take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from') • make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly) • meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse) • develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task) • consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues) • ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)
Key Stage 2
Developing confidence and responsibility and making the most of their abilities
<ul style="list-style-type: none"> • talk and write about their opinions, and explain their views, on issues that affect themselves and society • recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals • face new challenges positively by collecting information, looking for help, making responsible choices, and taking action • recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way • about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future • look after their money and realise that future wants and needs may be met through saving.
Preparing to play an active role as citizens
<ul style="list-style-type: none"> • research, discuss and debate topical issues, problems and events • why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities • that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other • reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences • resolve differences by looking at alternatives, making decisions and explaining choices • what democracy is, and about the basic institutions that support it locally and nationally • recognise the role of voluntary, community and pressure groups • appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- explore how the media present information.

Developing a healthy, safer lifestyle

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- about how the body changes as they approach puberty
- which commonly available substances and drugs are legal and illegal, their effects and risks
- recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- think about the lives of people living in other places and times, and people with different values and customs
- be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- recognise and challenge stereotypes
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- where individuals, families and groups can get help and support.

Breadth of opportunities

- take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)
- feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)
- participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)
- make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)
- meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

- develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters)
- consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)
- find information and advice (for example, through helplines; by understanding about welfare systems in society)
- prepare for change (for example, transferring to secondary school).

Links to the Computing Curriculum

Key Stage 1
<ul style="list-style-type: none">• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Key Stage 2
<ul style="list-style-type: none">• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Links to the PE curriculum

Purpose of study
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
Aims
To ensure that all pupils: <ul style="list-style-type: none">• develop competence to excel in a broad range of physical activities• are physically active for sustained periods of time• engage in competitive sports and activities• lead healthy, active lives.
By the end of Key Stage 1
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
By the end of Key Stage 2
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Links to the DT curriculum

Cooking and nutrition
As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.
By the end of Key stage 1
<ul style="list-style-type: none">• use the basic principles of a healthy and varied diet to prepare dishes• understand where food comes from.
By the end of Key Stage 2
<ul style="list-style-type: none">• understand and apply the principles of a healthy and varied diet• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Links to Music curriculum

Purpose of Study
Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Year 1 SCARF

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
Relationships Education	
Families and people who care for me	
1. That families are important for children growing up because they can give love, security and stability.	Who are our special people?
2. 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.	Taking care of baby Who are our special people?
3. 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.	Same or different? Who are our special people? Our special people balloons
4. 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.	Same or different? Our special people balloons Who are our special people
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Good or bad touches Who can help? (1) Surprises and secrets
Caring friendships	
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Good friends
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Good friends How are you listening? Pass on the Praise! Harold has a bad day It's not fair! Unkind, tease or bully? Who can help? (2)
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Good friends Who can help? (2) Unkind, tease or bully? It's not fair!
4. 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 are you listening? It's not fair! Harold has a bad day Surprises and secrets Unkind, tease or bully? Who can help (1) Who can help (2)
5. 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	How are you listening? Pass on the praise!

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

manage these situations and how to seek help or advice from others, if needed.	
Respectful relationships	
1. 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	Pass on the praise! How are you listening? Same or different? Sharing opinions
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Same or different? Why we have classroom rules Harold has a bad day It's not fair!
3. The conventions of courtesy and manners.	
4. The importance of self-respect and how this links to their own happiness.	Pass on the praise! It's not fair! Harold has a bad day Why we have classroom rules Harold's school rules
5. 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.	Pass on the praise! Harold's school rules Taking care of something Who can help? (2) Unkind, tease or bully? Harold has a bad day
6. 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.	Unkind, tease or bully? Who can help? (2)
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	Good or bad touches? Surprises and secrets
Online relationships	
1. That people sometimes behave differently online, including by pretending to be someone they are not.	
2. 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.	
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	
5. How information and data is shared and used online.	
Being safe	
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Surprises and secrets Good or bad touches? Harold's school rules

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

2. 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.	Good or bad touches? Surprises and secrets
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Keeping privates private
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Surprises and secrets
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Surprises and secrets Thinking about feelings Our feelings Good or bad touches? Who can help? (1)
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Surprises and secrets
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Surprises and secrets Good or bad touches? Keeping privates private
8. Where to get advice e.g. family, school and/or other sources.	Good or bad touches Surprises and secrets

Physical Health and Mental Wellbeing (Health Education)

Mental wellbeing

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	Our feelings
2. 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.	Our feelings Harold loses Geoffrey Thinking about feelings Feelings and bodies
3. 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.	Feelings and bodies Thinking about feelings Our feelings
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Our feelings Thinking about feelings
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Feelings and bodies Who are our special people?
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Feelings and bodies Thinking about feelings Our feelings
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Who can help? (2)
9. 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	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	
Internet safety and harms	
1. That for most people the internet is an integral part of life and has many benefits.	
2. 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.	
3. 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.	
4. Why social media, some computer games and online gaming, for example, are age restricted.	
5. 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.	
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	
7. Where and how to report concerns and get support with issues online.	
Physical health and fitness	
1. The characteristics and mental and physical benefits of an active lifestyle.	Healthy me
2. 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.	
3. The risks associated with an inactive lifestyle (including obesity).	Healthy me
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Inside my wonderful body!
Healthy eating	
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	I can eat a rainbow Eat well
2. The principles of planning and preparing a range of healthy meals.	I can eat a rainbow Eat well
3. 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).	Eat well I can eat a rainbow
Drugs, alcohol and tobacco	
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	What could Harold do?

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Health and prevention	
1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Super sleep Healthy me
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Healthy me Harold's wash and brush up
3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Harold's wash and brush up Catch it! Bin it! Kill it!
4. The facts and science relating to allergies, immunisation and vaccination.	
Basic first aid	
1. How to make a clear and efficient call to emergency services if necessary.	Basic first aid
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Basic first aid
Changing adolescent body	
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Taking care of baby Then and now
2. About menstrual wellbeing including the key facts about the menstrual cycle.	

Year 2 SCARF

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
Relationships Education	
Families and people who care for me	
1. That families are important for children growing up because they can give love, security and stability.	My special people
2. 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.	My special people
3. 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.	My special people
4. 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.	My special people
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	
6. 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	
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Being a good friend
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Being a good friend
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Being a good friend A helping hand An act of kindness
4. 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.	Solve the problem
5. 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.	Solve the problem Getting on with others
Respectful relationships	
1. 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	What makes us who we are? Sharing opinions

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	How do we make others feel? Our ideal classroom (1) What makes us who we are? An act of kindness
3. The conventions of courtesy and manners.	Our ideal classroom (2) An act of kindness Getting on with others
4. The importance of self-respect and how this links to their own happiness.	
5. 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.	Bullying or teasing? Don't do that! Getting on with others Types of bullying
6. 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.	Don't do that! Bullying or teasing? Types of bullying Getting on with others
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	
Online relationships	
1. That people sometimes behave differently online, including by pretending to be someone they are not.	
2. 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.	
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	
5. How information and data is shared and used online.	
Being safe	
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	How safe would you feel? What should Harold say? Should I tell? Fun or not? Some secrets should never be kept
2. 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.	Should I tell? Some secrets should never be kept Respecting privacy My body, your body
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	I don't like that! Fun or not? Some secrets should never be kept
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	I don't like that! What should Harold say? Some secrets should never be kept

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	How safe would you feel? Should I tell? Fun or not?
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Feeling safe
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Feeling safe
8. Where to get advice e.g. family, school and/or other sources.	Feeling safe

Physical Health and Mental Wellbeing (Health Education)

Mental wellbeing

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	
2. 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.	Sam moves house I don't like that! How are you feeling today? Let's all be happy Some secrets should never be kept
3. 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.	Harold's picnic When I feel like erupting How are you feeling today? How do we make others feel? My day An act of kindness
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	When I am feeling like erupting
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Harold's picnic
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	When someone is feeling left out
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	
9. 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).	Let's all be happy

Internet safety and harms

1. That for most people the internet is an integral part of life and has many benefits.	
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

the impact of positive and negative content online on their own and others' mental and physical wellbeing.	
3. 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.	
4. Why social media, some computer games and online gaming, for example, are age restricted.	
5. 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.	
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	
7. Where and how to report concerns and get support with issues online.	
Physical health and fitness	
1. The characteristics and mental and physical benefits of an active lifestyle.	My body needs...
2. 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.	My day
3. The risks associated with an inactive lifestyle (including obesity).	
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	My day My body needs...
2. The principles of planning and preparing a range of healthy meals.	
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco	
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Harold's picnic
Health and prevention	
1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	My body needs...
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Harold's bathroom

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Harold's postcard
4. The facts and science relating to allergies, immunisation and vaccination.	Harold's postcard
Basic first aid	
1. How to make a clear and efficient call to emergency services if necessary.	Basic first aid Feeling safe
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Basic first aid
Changing adolescent body	
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Haven't you grown My body, your body
2. About menstrual wellbeing including the key facts about the menstrual cycle.	

Year 3 SCARF

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
Relationships Education	
Families and people who care for me	
1. That families are important for children growing up because they can give love, security and stability.	Family and friends
2. 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.	Family and friends Looking after our special people
3. 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.	Family and friends Let's celebrate our differences
4. 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.	Family and friends
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	
6. 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	
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Looking after our special people Friends are special Relationship tree
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Relationship tree Friends are special Looking after our special people
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	How can we solve this problem?
4. 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 can we solve this problem? Friends are special
5. 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.	Relationship tree
Respectful relationships	
1. The importance of respecting others, even when they are very different from them (for example, physically, in	Zeb How can we solve this problem? Let's celebrate our differences

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

character, personality or backgrounds), or make different choices or have different preferences or beliefs	Respect and challenge Our friends and neighbours Thunks For or against?
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Let's celebrate our differences For or against? Thunks Our friends and neighbours
3. The conventions of courtesy and manners.	Respect and challenge Thunks For or against?
4. The importance of self-respect and how this links to their own happiness.	
5. 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.	Zeb
6. 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.	Zeb Let's celebrate our differences
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Zeb Family and friends
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	
Online relationships	
1. That people sometimes behave differently online, including by pretending to be someone they are not.	I am fantastic None of your business!
2. 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.	None of your business! Relationship tree Zeb Let's celebrate our differences
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	None of your business! Super searcher
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Super searcher Recount task None of your business!
5. How information and data is shared and used online.	None of your business! Super searcher
Being safe	
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Dan's dare Safe or unsafe? None of your business! Raisin challenge (1)
2. 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.	Secret or surprise?
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Body space

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Danger or risk? Safe or unsafe? None of your business!
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Safe or unsafe? The Risk robot None of your business!
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Raisin challenge (1)
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	
8. Where to get advice e.g. family, school and/or other sources.	Helping each other stay safe

Physical Health and Mental Wellbeing (Health Education)

Mental wellbeing

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	
2. 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.	My special pet
3. 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.	My special pet
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	My special pet
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Our helpful volunteers
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Let's celebrate our differences Zeb
9. 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).	

Internet safety and harms

1. That for most people the internet is an integral part of life and has many benefits.	Super searcher
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

the impact of positive and negative content online on their own and others' mental and physical wellbeing.	
3. 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.	Super searcher None of your business!
4. Why social media, some computer games and online gaming, for example, are age restricted.	As a rule
5. 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.	Zeb Let's celebrate our differences None of your business
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Super searcher Recount task
7. Where and how to report concerns and get support with issues online.	None of your business!
Physical health and fitness	
1. The characteristics and mental and physical benefits of an active lifestyle.	
2. 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.	
3. The risks associated with an inactive lifestyle (including obesity).	
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	Derek cooks dinner
2. The principles of planning and preparing a range of healthy meals.	Derek cooks dinner
3. 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).	Derek cooks dinner Alcohol and cigarettes: the facts Help or harm?
Drugs, alcohol and tobacco	
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Help or harm? Alcohol and cigarettes
Health and prevention	
1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Poorly Harold
4. The facts and science relating to allergies, immunisation and vaccination.	
Basic first aid	
1. How to make a clear and efficient call to emergency services if necessary.	Basic first aid
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Basic first aid
Changing adolescent body	
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	My changing body
2. About menstrual wellbeing including the key facts about the menstrual cycle.	My changing body

Year 4 SCARF

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
Relationships Education	
Families and people who care for me	
1. That families are important for children growing up because they can give love, security and stability.	Friend or acquaintance? My feelings are all over the place!
2. 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.	Friend or acquaintance? My feelings are all over the place!
3. 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.	My feelings are all over the place! The people we share our world with What would I do? Together
4. 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.	Together
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Together
6. 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	
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Friend or acquaintance? Together Can you sort it?
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Friend or acquaintance? Ok or not ok? (1) Ok or not ok? (2) An email from Harold Can you sort it? Making choices
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	An email from Harold Ok or not ok? (1) Keeping ourselves safe Can you sort it?
4. 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.	Ok or not ok?(1) Ok or not ok? (2) Can you sort it? What would I do?
5. 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.	Ok or not ok?(1) Ok or not ok? (2) What would I do? Keeping ourselves safe How dare you! My feelings are all over the place!

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

	Can you sort it? Islands
Respectful relationships	
1. 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	Ok or not ok?(1) Ok or not ok? (2) Friend or acquaintance? Under pressure What makes me ME! Can you sort it? The people we share our world with Making choices What would I do?
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Ok or not ok? (1) What would I do? The people we share our world with My feelings are all over the place! Can you sort it? What make me ME! Human machines
3. The conventions of courtesy and manners.	In the news What would I do
4. The importance of self-respect and how this links to their own happiness.	Keeping ourselves safe How dare you! What makes me ME! Ok or not (2)
5. 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.	Ok or not? (1) Ok or not? (2) Safety in numbers Can you sort it? The people we share our world with What would I do?
6. 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.	Safety in numbers Under pressure What would I do? Keeping ourselves safe How dare you!
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	This is such a stereotype!
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	Islands Secret or surprise?
Online relationships	
1. That people sometimes behave differently online, including by pretending to be someone they are not.	
2. 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.	How do we make a difference?
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Picture Wise

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	
5. How information and data is shared and used online.	Picture Wise In the news! That is such a stereotype! Raisin challenge (2)
Being safe	
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Raisin challenge (2) Islands Secret or surprise? How dare you!
2. 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.	Secret or surprise?
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Secret or surprise? Islands
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Danger, risk or hazard? Secret or surprise?
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Danger, risk or hazard? Secret or surprise? Islands
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Who helps us stay healthy and safe? How dare you?
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Who helps us stay healthy and safe? Safety in numbers All change Secret or surprise?
8. Where to get advice e.g. family, school and/or other sources.	Who helps us stay healthy and safe?
Physical Health and Mental Wellbeing (Health Education)	
Mental wellbeing	
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	Different feelings
2. 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.	Different feelings Moving house Secret or surprise?
3. 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.	Moving house An email from Harold Different feelings Ok or not ok? (1) Ok or not ok? (2) Secret or surprise? When feelings change My feelings are all over the place!

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Different feelings My feelings are all over the place! When feelings change How dare you! Islands
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Volunteering is cool
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	An email from Harold
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Under pressure
9. 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).	Moving house
Internet safety and harms	
1. That for most people the internet is an integral part of life and has many benefits.	
2. 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.	Raisin challenge (2) That is such a stereotype!
3. 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.	Picture Wise
4. Why social media, some computer games and online gaming, for example, are age restricted.	
5. 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.	Under pressure
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Raisin challenge (2) In the news
7. Where and how to report concerns and get support with issues online.	In the news!
Physical health and fitness	
1. The characteristics and mental and physical benefits of an active lifestyle.	
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	
3. The risks associated with an inactive lifestyle (including obesity).	
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	Who helps us stay healthy and safe?
Healthy eating	
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	Danger, risk or hazard? SCARF Hotel
2. The principles of planning and preparing a range of healthy meals.	SCARF Hotel
3. 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).	SCARF Hotel Know the norms
Drugs, alcohol and tobacco	
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	
Health and prevention	
1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	
3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Medicines: check the label
4. The facts and science relating to allergies, immunisation and vaccination.	
Basic first aid	
1. How to make a clear and efficient call to emergency services if necessary.	Basic first aid
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Basic first aid
Changing adolescent body	
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	My feelings are all over the place! Period positive All change
2. About menstrual wellbeing including the key facts about the menstrual cycle.	Period positive

Year 5 SCARF

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
Relationships Education	
Families and people who care for me	
1. That families are important for children growing up because they can give love, security and stability.	
2. 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.	Help! I'm a teenager – get me out of here!
3. 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.	The land of the Red People
4. 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.	Help! I'm a teenager – get me out of here!
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Growing up and changing bodies
Caring friendships	
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	How good a friend are you? Qualities of friendship It could happen to anyone
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	It could happen to anyone Qualities of friendship Give and take How good a friend are you? Relationship cake recipe Being assertive
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	How good a friend are you? Give and take Qualities of friendship It could happen to anyone Being assertive Relationship cake recipe The land of the Red People
4. 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.	Qualities of friendship How good a friend are you? Relationship cake recipe
5. 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	Qualities of friendship It could happen to anyone Relationship cake recipe

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

manage these situations and how to seek help or advice from others, if needed.	Being assertive Ella's diary dilemma
Respectful relationships	
1. 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	Qualities of friendship Happy being me Kind conversations Stop, start, stereotypes Being assertive Spot bullying Is it true? The land of the Red People Help! I'm a teenager – get me out of here!
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Kind conversations Happy being me Qualities of friendship Help! I'm a teenager – get me out of here! The land of the Red people Is it true? Ella's diary dilemma
3. The conventions of courtesy and manners.	Qualities of friendship Happy being me Relationship cake recipe Help! I'm a teenager – get me out of here!
4. The importance of self-respect and how this links to their own happiness.	Happy being me Kind conversations Qualities of friendship Help! I'm a teenager – get me out of here! The land of the Red People Relationship cake recipe Ella's diary dilemma
5. 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.	Qualities of friendship Taking notice of our feelings Kind conversations Happy being me Ella's diary dilemma Relationship cake recipe The land of the Red People
6. 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.	Happy being me Stop, start, stereotypes! Is it true?
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Happy being me Start, stop, stereotypes! Is it true?
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	Growing up and changing bodies Ella's diary dilemma

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Online relationships	
1. That people sometimes behave differently online, including by pretending to be someone they are not.	Spot bullying Would you...?
2. 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.	Spot bullying Is it true? Communication
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Communication Is it true? Spot bullying Would you...?
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Is it true? Would you...? Fact or opinion?
5. How information and data is shared and used online.	Is it true? Would you...? Spot bullying
Being safe	
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Taking notice of our feelings Is it true? Would you risk it? Would you...? Ella's diary dilemma
2. 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.	Dear Ash Growing up and changing bodies Ella's diary dilemma
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Growing up and changing bodies Taking notice of our feelings
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Taking notice of our feelings Dear Ash Would you...?
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Dear Ash Taking notice of our feelings
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Dear Ash
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Dear Ash Taking notice of our feelings
8. Where to get advice e.g. family, school and/or other sources.	Taking notice of our feelings Dear Ash
Physical Health and Mental Wellbeing (Health Education)	
Mental wellbeing	
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	How good a friend are you?
2. 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 good a friend are you? How are they feeling? Our emotional needs

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

3. 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 are they feeling? How good a friend are you? Our emotional needs
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	How are they feeling? Our emotional needs
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Mo makes a difference
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Spot bullying Communication
9. 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).	Our emotional needs
Internet safety and harms	
1. That for most people the internet is an integral part of life and has many benefits.	
2. 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.	Is it true?
3. 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.	Is it true?
4. Why social media, some computer games and online gaming, for example, are age restricted.	Spot bullying Star qualities?
5. 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.	Would you...? Is it true?
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Is it true? What's the story? Smoking: what is normal? Fact or opinion?
7. Where and how to report concerns and get support with issues online.	Would you...?
Physical health and fitness	
1. The characteristics and mental and physical benefits of an active lifestyle.	
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for	What's the story?

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	
3. The risks associated with an inactive lifestyle (including obesity).	What's the story?
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	What's the story?
2. The principles of planning and preparing a range of healthy meals.	
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco	
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Smoking: what is normal? Drugs: true or false? Getting fit 'Thinking' about habits
Health and prevention	
1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	
3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	
4. The facts and science relating to allergies, immunisation and vaccination.	
Basic first aid	
1. How to make a clear and efficient call to emergency services if necessary.	Basic first aid
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Basic first aid
Changing adolescent body	
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Growing up and changing bodies Help! I'm a teenager – get me out of here!
2. About menstrual wellbeing including the key facts about the menstrual cycle.	Growing up and changing bodies

Year 6 SCARF

Statutory requirement	SCARF lesson plans that support the teaching and learning of this
Relationships Education	
Families and people who care for me	
1. That families are important for children growing up because they can give love, security and stability.	Advertising friendships! Joe's story (2) What's the risk? (2)
2. 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.	Dan's day Helpful or unhelpful?
3. 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.	Making babies Don't force me
4. 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.	Advertising friendships! Don't force me Making babies
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Don't force me
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Don't force me Helpful or unhelpful?
Caring friendships	
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Advertising friendships! Dan's day Joe's story (2)
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Dan's day Advertising friendships! Solve the friendship problem OK to be different What's the risk? (1) Joe's story (1)
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	What's the risk (1) Solve the friendship problem Advertising friendships! Dan's day Joe's story (1) Joe's story (2)
4. 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.	Advertising friendships! Solve the friendship problem Joe's story (2)
5. 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	Solve the friendship problem Advertising friendships! What's the risk? (1)

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

manage these situations and how to seek help or advice from others, if needed.	Joe's story (1) Assertiveness skills
Respectful relationships	
1. 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	Is this normal? What's the risk? OK to be different Respecting differences Don't force me I look great! Media manipulation Joe's story (1) Boys will be boys? Behave yourself We have more in common than not Tolerance and respect for others
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Respecting differences Tolerance and respect for others Behave yourself Boys will be boys? I look great! Assertiveness skills
3. The conventions of courtesy and manners.	Respecting differences
4. The importance of self-respect and how this links to their own happiness.	What's the risk? (1) Assertiveness skills I look great! Media manipulation Behave yourself Joe's story (1)
5. 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.	Respecting differences Behave yourself Assertiveness skills Don't force me Tolerance and respect for others We have more in common than not Joe's story (2) Acting appropriately
6. 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.	OK to be different What's the risk? (1) Acting appropriately We have more in common than not Behave yourself Boys will be boys?
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Boys will be boys? Media manipulation Two sides to every story
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	It's a puzzle Think before you click! Don't force me Assertiveness skills Fakebook friends

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

Online relationships	
1. That people sometimes behave differently online, including by pretending to be someone they are not.	Fakebook friends Media manipulation Pressure online
2. 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.	It's a puzzle Think before you click!
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	It's a puzzle Think before you click! Pressure online To share or not to share? What's the risk? (2) Traffic lights
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Pressure online It's a puzzle Think before you click!
5. How information and data is shared and used online.	It's a puzzle Pressure online To share or not to share? Traffic lights
Being safe	
1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	It's a puzzle Think before you click! What's the risk? (1) To share or not to share? What's the risk? (2) Acting appropriately Pressure online
2. 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.	It's a puzzle Dear Ash Acting appropriately What's the risk? (2) To share or not to share?
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	To share or not to share? Acting appropriately Pressure online Making babies
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	It's a puzzle Dear Ash Pressure online Acting appropriately What's the risk? (2)
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Dear Ash Acting appropriately Pressure online
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.	Dear Ash Acting appropriately Making babies Behave yourself

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	Dear Ash Is this normal? Making babies Don't force me Acting appropriately To share or not to share?
8. Where to get advice e.g. family, school and/or other sources.	Dear Ash Acting appropriately Making babies
Physical Health and Mental Wellbeing (Health Education)	
Mental wellbeing	
1. That mental wellbeing is a normal part of daily life, in the same way as physical health.	Rat Park Dan's day Fakebook friends Five Ways to Wellbeing Project
2. 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.	Dan's day Helpful or unhelpful?
3. 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.	Dan's day Rat Park I look great!
4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Rat Park Dan's day Helpful or unhelpful? Joe's story (1)
5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Rat Park Community art Action stations! Five Ways to Wellbeing Project
6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Advertising friendships! Rat Park Five Ways to Wellbeing Project Joe's story (1) Helpful or unhelpful?
7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Rat Park Joe's story (1) Five Ways to Wellbeing Project
8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	
9. 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).	Rat Park Helpful or unhelpful?
Internet safety and harms	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

1. That for most people the internet is an integral part of life and has many benefits.	It's a puzzle
2. 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.	Boys will be boys? Five Ways to Wellbeing Project I look great? Media manipulation
3. 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.	It's a puzzle Traffic lights To share or not to share?
4. Why social media, some computer games and online gaming, for example, are age restricted.	Think before you click! Fakebook friends
5. 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.	It's a puzzle Think before you click! Media manipulation To share or not to share?
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Boys will be boys? Fakebook friends Two sides to every story What's the risk (2)
7. Where and how to report concerns and get support with issues online.	It's a puzzle To share or not to share?
Physical health and fitness	
1. The characteristics and mental and physical benefits of an active lifestyle.	
2. 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.	Five Ways to Wellbeing Project
3. The risks associated with an inactive lifestyle (including obesity).	
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	
2. The principles of planning and preparing a range of healthy meals.	
3. 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).	Rat Park What sort of drug is...? Drugs: It's the law! Joe's story (1) Alcohol: what is normal?
Drugs, alcohol and tobacco	
1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	What sort of drug is...? Rat Park What is the risk? (1) Alcohol: what is normal? Drugs: It's the law
Health and prevention	

Woodlands Primary School: RSHE Policy and Statement of Intent
Subject Leader: Melinda Birt

1. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	
2. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	
3. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	What is HIV?
4. The facts and science relating to allergies, immunisation and vaccination.	
Basic first aid	
1. How to make a clear and efficient call to emergency services if necessary.	Basic first aid
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Basic first aid
Changing adolescent body	
1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Is this normal? Making babies
2. About menstrual wellbeing including the key facts about the menstrual cycle.	Is this normal? Making babies