

REDDIFORD SCHOOL

Relationships, Sex and Health Education

In conjunction with:

Keeping Children Safe in Education September 2024
Working Together to Safeguard Children December 2023
Respectful School Communities: Self Review and Signposting Tool Behaviour
and Discipline in Schools 2019
Behaviour in Schools February 2024
Equality Act 2010 and Schools
SEND Code of Practice: 0-25 years January 2015
Alternative Provision February 2025
Mental Health & Behaviour in Schools November 2018
Promoting Children & Young People's Emotional Health and Wellbeing
September 2021
Preventing & Tackling Bullying (including Cyberbullying) July 2017
Teaching Online Safety in Schools January 2023
Sharing Nudes and Semi-Nudes: and Advice for Education Settings Working
with Children and Young People March 2024
The Equality & Human Rights Commission Advice & Guidance 2024
Promoting Fundamental British Values as part of SMSC in schools 2014
SMSC requirements for independent schools 2019
National Citizen Service 2023
Draft Relationships Education, Relationships and Sex Education (RSE)
and Health Education (statutory guidance May 2024)
Draft Gender Questioning Children (non-statutory guidance December 2023)
Gender Recognition Act 2004

Together with Reddiford's:

PSHE Policy, Science Policy, ICT Policy, Physical Education Policy,
Safeguarding Policy, Behaviour Policy, SMSC Policy, Bereavement Policy,
Wellbeing Policy, Religious Education & Philosophy Policy and
Equal Opportunities Policy.

Definition:

At Reddiford School we encourage healthy and responsible attitudes to the human body by providing factual information and through exploring values and attitudes. We teach children about good physical and mental health, how to stay safe on and offline and the features and importance of healthy relationships. Our education programme will help the children consider appropriate law-abiding behaviour and responsibility to themselves and others. We regard this as a lifelong process to do with learning about physical, emotional and moral conduct.

Aims:

- In line with the draft 2024 DfE documentation 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' we want to put in place the key building blocks of health, respectful relationships, focusing on family and friendship, in all contexts, including online.
- To offer all pupils a planned programme of education about human development, healthy relationships, wellbeing, safety, sexuality, gender orientation and family life, which is developmental, integrated into the whole curriculum and appropriate to age, understanding and maturity of the child.
- To ensure pupils are taught the benefits of a healthier lifestyle and what determines their physical health.
- To teach children an understanding of how to build mental resilience and wellbeing, including how friendships can support mental wellbeing.
- To ensure children are able to recognise when they and others are struggling with mental health and how to respond.
- To help children understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition.
- To appreciate that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement and everyone grieves differently.
- To teach children that physical health and mental wellbeing are interlinked, and that good physical health contributes to good mental wellbeing, and vice versa.
- To generate an open atmosphere in which pupils can ask questions, seek advice about good health and wellbeing, discuss sexual matters without embarrassment and develop a positive attitude towards their bodies.

- To help support the development of qualities such as confidence, resilience, honesty, integrity, courage, humility, kindness, generosity, trustworthiness, a sense of justice, self-respect and self-control in children.
- To encourage understanding and respect for different cultural and faith practices relating to sexuality and healthy relationships.
- To encourage pupils to value themselves and others and behave responsibly and develop the skills to form healthy relationships based on mutual respect, trust and the right of everyone to equal treatment.
- To understand their rights and responsibilities as citizens and that the age of criminal responsibility is ten.
- To help pupils to acquire the skills, knowledge and understanding needed to make healthy and informed choices in the future.
- To help pupils to develop the ability to recognise peer and social pressures and to resist such pressure where appropriate.
- To help pupils understand boundaries in relationships with peers, families and others, in all contexts, including online. Pupils will learn how to report concerns and seek advice when they suspect or know that something is wrong.
- To encourage pupils to develop an understanding of risk and safety and to acquire the skills to assert their personal rights.
- To develop an awareness of non-stereotyped gender roles and foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.

This would include knowledge of parts of the body and how a baby is born. It would also enable pupils, as they approach puberty, to understand how people's emotions and bodies change.

As part of this pupils would be encouraged to develop confidence in talking, listening and thinking about feelings and relationships.

Spiritual, Moral and Cultural Values.

Throughout their time Reddiford School we encourage the children to consider and reflect on the following school values.

- The development of the inner self through personal understanding and acceptance.
- The ability to respond to others to reflect, interpret and evaluate experiences.

- The ability to understand and appreciate difference in all aspects of life.
- The development of a set of socially acceptable principles leading to personal code of behaviour.

Equal Opportunities:

At Reddiford School we maintain that all children irrespective of gender, ethnicity, ability (including SEND), culture, faith and experience should have equal access to the curriculum. This we attempt to achieve through differentiation, appropriate support, resources and expected outcome. Throughout their time at Reddiford children will be encouraged to value others and their opinions and to be aware of stereotypical attitudes and bias.

Staff monitor any issues such as everyday sexism, racism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled in an age appropriate manner.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

Menstrual Wellbeing

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As part of the science curriculum, Year 5 pupils are taught key facts about the menstrual cycle as well as what is an average period. In Year 6, boys and girls separately take part in a Puberty Talk which includes an introduction to menstrual products and the impact menstruation can have on emotional and physical health. The school also makes adequate and sensitive arrangements to help girls prepare for and manage menstruation, including with requests for menstrual products.

Physical Health and Mental Wellbeing

Children learn that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Pupils are taught about the steps they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal

hygiene, prevention of health and wellbeing problems basic first aid and how to make clear and efficient calls to emergency services. The positive two-way relationship between good physical health and good mental wellbeing is emphasised in lessons, including the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. They begin to understand that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (e.g. voluntary or fund-raising work), are beneficial for their health and wellbeing.

Children are also taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In PSHE and ICT lessons, pupils are taught why social media, some apps, computer games and online gaming, including gambling sites have age restrictions and also learn how to manage common difficulties they may encounter online.

A firm foundation in the benefits and characteristics of good health and mental wellbeing will enable pupils to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing. Additionally, children can discuss any concerns they may have with designated Mental Health staff in each department.

Early Years	-	Miss Lloyd (Mental Wellbeing in Children and Young People)
Pre Prep	-	Mrs Sethi (Mental Wellbeing in Children and Young People)
Prep	-	Mr O'Toole (Mental Wellbeing in Children and Young People)

Organisation:

Content will be drawn from:

- Science covering growth and the main stages of the human life cycle, reproduction, puberty, the changing adolescent body, menstrual cycle and wellbeing, healthy nutrition, understanding calories and dangers of obesity, good personal and oral hygiene, tooth decay, allergies, immunisations and vaccination, risks associated with unsafe sun exposure, smoking, vaping, alcohol, illegal drug-taking and the relationship between science and good physical and mental health.
- Curriculum guidance for the National Curriculum for PSHE, covering a variety of topics including sex education (physical development), personal safety, physical health, hygiene, mental health, first aid, bullying (including cyberbullying), how to seek help or advice from others if needed, stereotypes, characteristics of family life, friendships and healthy respectful relationships.

- ICT covering the rules and principles for keeping safe online, how to recognise harmful online content and contact with people they have never met and how to report them. Children will critically consider online friendships, information, and the risks of online shopping and in-app purchases. They will understand how data is shared and used online, as well as the role of AI in shaping online experiences and information.
- Wellbeing curriculum where children are encouraged to develop positive coping strategies, empathy, and a sense of community to help them navigate challenges and build confidence. It covers topics such as resilience, self-awareness, healthy relationships, emotional regulation, and mindfulness. Children also explore the benefits of saving money and financial security.
- PE curriculum encompassing the impact of physical activity on personal health development, risks associated with an inactive lifestyle, promoting healthy lifestyle choices, mental resilience and stress management, interpersonal relationships and physical wellbeing.

See Appendix 1 (RSHE Overview) for further details.

Assessment

Pupils will not be required to take a formal test in RSHE, however their progress will be monitored and assessed using the following provisions:

- Pupil self-evaluations
- Pupil surveys
- End of topic quizzes
- Pupil feedback chats with staff
- Questions asked or comments made via the pupil voice box

Management of Relationships, Sex and Health Education:

The management of the relationships, sex and health education curriculum is the responsibility of the Science & PSHE co-ordinators who will:

- Maintain and review policy and practice.
- Monitor the implementation of the programme.
- Evaluate its effectiveness in achieving the aims of the policy.

To facilitate this, the co-ordinators will:

- Identify and support training needs.
- Be informed and keep up to date with legislation and national developments in relationship and sex education.
- Identify resource needs.
- Develop and monitor the schemes of work for the Science and PSHE curricula.

Partnership with parents:

As with all other areas, the parents' role in Relationships, Sex and Health Education is seen as very important. The school programme seeks to support this role through providing relevant information linked to age-appropriate skills. Parents are encouraged to meet with teachers on a regular basis to discuss curriculum and issues relating to their child's education. The Relationships, Sex and Health Education Policy is available to parents and they can request to view teaching resources at appropriate times.

Relationships and Health Education are compulsory in all primary schools: for these lessons, there is no parental right to withdraw. Some aspects of sex education are taught as part of the Science curriculum in Year 5 and PSHE curriculum in Year 6. Please see the RSHE Overview in Appendix 1 for further details. Parents can also view yearly curriculum overviews in the Parent Portal.

The school writes to parents to inform them when Year 6 have their Puberty Talk which usually takes place in the Summer term. All content is tailored to the age and the physical and emotional maturity of the children and is undertaken separately with the girls, led by female members of staff, and boys with male members of staff. It is taught in an open and safe environment that allows many opportunities for discussion and clarification. Participation is encouraged but not compulsory and Parents have the right to withdraw their child from sex education lessons, which are not covered by the science curriculum, if they desire.

However, any parent who is concerned about the content of the sex education programme will be invited to discuss their concerns with the Science Coordinator/ PSHE Coordinator /Head Teacher, whoever is considered most appropriate. At such meetings we will seek to clarify the content of the programme to avoid any misunderstandings.

It will be explained to the parents that there is a statutory requirement that all children follow the National Curriculum Orders for Science including those aspects of sex education contained therein. If parents still wish their child to be withdrawn from sex education curricula outside of science lessons, arrangements will be made to provide the child with alternative work. A register of all pupils who have been withdrawn will be kept in school and be distributed to all teachers involved. Parents will be helped to recognise that it is inevitable that children will hear information of various kinds during playground conversations and that it may not be accurate.

Pupils' questions:

It is the school policy to answer pupils' questions honestly and straightforwardly taking into account the age and understanding of the children. Children may ask questions relating to sensitive issues including those restricted to older children at any time in the school day. Parents should be reassured that such questions will be dealt with sensitively giving an age appropriate and balanced view. Any explicit response will be given on an individual basis if it is deemed to be in the child's best interest. Staff should consult a senior member of staff if they are concerned about any

particular questions and the appropriate response, having first assured the child of a response in the future. Consideration will be given to the parents' wishes and religious or cultural factors.

Sexual Language:

When teaching, correct anatomical terms will be used at all times as appropriate to the age of the child. Whilst the school will accept some of the terms a child may use, a common appropriate language is considered necessary as part of the programme.

Visiting Speakers:

Any visiting speakers to the school should comply with the Policy on Relationships, Sex and Health Education and have a clear understanding of how safeguarding reports should be dealt with in line with the school's Safeguarding Policy. All sessions run by a visiting speaker will always be attended by a teacher familiar with these policies.

Confidentiality:

If a teacher is approached by an individual pupil, it is inappropriate for the teacher to promise absolute confidentiality. They are to be expected to discuss concerns with their line manager and refer to the Safeguarding Policy, if appropriate. The teacher can explain the circumstances in which help and support can be provided at school or obtain in full confidence from health professionals. Teachers should also encourage young people to seek help from parents/carers.

Staff Training

Staff receive regular training and support from subject coordinators regarding the delivery of sensitive issues such as gender orientation, puberty, sex education and developing relationships.

These are also regularly discussed at staff meetings and briefings so that all staff are fully informed of any sensitive issues that may, or have, arisen. These may include family dynamics or any other pastoral considerations.

Staff are also made aware of updated regulatory guidance and age limits to ensure that children are not being taught about sensitive and complex subject matter before they are ready to fully understand them.

Policy Formation:

This policy was formulated as a result of consultation with:

- The Head Teacher, Science, Wellbeing, PSHE, PE/Games and EYFS Co-ordinators, and parent class representatives.
- The policy will be reviewed every 2 years with response to feedback from pupils, teachers, parents and updated regulatory guidance.

Taken from Department for Education Document: Relationships Education, Relationships and Sex Education (RSE) and Health Education:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Appendix 1

RSHE Overview

Relationships, Sex and Health Education Overview

YEAR	ASPECTS OF RELATIONSHIPS, SEX AND HEALTH EDUCATION
Nursery	<p>Science/Understanding the World - Continue to develop positive attitudes about the differences between people. Use all their senses in hands-on exploration of natural materials. Notice features in their environment. Talk about what they see, using a wide vocabulary. Talk about their own immediate family, relations and pets. Enjoy joining in with family customs and celebrations. Talk about special times or events with family and friends. Talk about similarities and differences in relation to friends and family and what makes them special and unique.</p> <p>PE - Develop fine and gross motor skill movements and the ability to replicate physical skills demonstrated by an adult and follow simple instructions to allow them to access activities which promote a healthy lifestyle. Understand that exercise is fun and enjoy taking part with their friends. Take turns and treat each other with kindness, especially when sharing equipment and trying out physical skills. Develop independence in self-care and show an awareness of routines such as hand washing and use the toilet independently. Begin to recognise danger and seek the comfort of significant adults.</p> <p>ICT - To learn how to handle iPads safely, with clean hands and to use them when directed by an adult.</p> <p>PSHE – Learn about feelings, how to manage their own personal needs including toileting and handwashing. Talk about how healthy eating, physical activity, toothbrushing and having a good sleep support their health and well-being. Stranger danger and dangers in the home. Show an interest in different occupations and ways of life. Mental health and emotional well-being. Weekly sessions with the worry monster, activities that encourage self-expression, emotional regulation, and social skills development.</p> <p><u>EYD Assemblies</u>: The Reddiford Way and making the right choices; We are all special; Friendships, making new friends; Being kind and helpful; Saying sorry; Managing feelings and behaviour; Cooperation and teamwork; Stranger danger –Yell Run Tell; Dangers in the home; Calling 999 in an emergency; Being healthy/Tooth care; Road safety; Water and sun safety. Visits from dentist, police and fire brigade.</p>

<p>Reception</p>	<p>Science/Understanding of the World - To learn the names of parts of the body. To talk about our families and how we have changed. To understand the importance of healthy food choices. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live.</p> <p>PE - Enhance their fine and gross motor skills movements and start to replicate demonstrations more accurately to increase the range of physical activities that they are able to take part in. Games and a broad range of exercises are used to ensure that exercise is enjoyable for all and something that the children look forward to. Beginning to build a basic understanding of the importance of fitness and how it helps your heart, mind and body to feel good. Children are encouraged to use their observation skills and start to judge distances and how long it will take them to slow down or stop to keep them and their peers safe during lessons. Start to show more collaboration with a partner to achieve physical skills such as passing the ball and enjoying the sense of wellbeing that shared success delivers. Work as a team during Sports day. Show an understanding that good practices with regard to exercise, eating, drinking water, tooth care, sleeping and hygiene contribute to good health. The children are reminded of the road safety rules when walking to different sites for PE.</p> <p>ICT - To learn how to handle ICT equipment and iPads safely and only use when directed by an adult. Internet Safety. To discuss safe practice when using the internet and never to divulge any personal information.</p> <p>PSHE - Talk about how healthy eating, physical activity, toothbrushing and having a good sleep support their health and well-being. Manage their own personal hygiene including dressing and going to the toilet. Expressing their feelings and consider the feelings of others. What makes a good friend? Respect. Resolving conflict. Working and playing cooperatively. Stranger danger and dangers in the home. Mental health and emotional wellbeing. Weekly sessions with the worry monster, activities that encourage self-expression, emotional regulation, and social skills development.</p>
-------------------------	---

<p>Reception</p>	<p><u>EYD Assemblies</u>: The Reddiford Way and making the right choices; We are all special; Friendships, making new friends; Being kind and helpful; Saying sorry; Managing feelings and behaviour; Cooperation and teamwork; Stranger danger –Yell Run Tell; Dangers in the home; Calling 999 in an emergency; Being healthy/Tooth care; Road safety; Water and sun safety. Visits from dentist, police and fire brigade.</p>
<p>1</p>	<p>Science - To learn about the five senses and to be able to name a variety of body parts using the correct terms. To know we use our sense of hearing for a variety of purposes, including recognising dangers. To recognise dangers from moving objects.</p> <p>PE - Children will develop their hand and eye coordination and start to discover which forms of exercise they are particularly drawn to as they experience more physical skills. This will lead to them continuing to build an understanding of the importance of fitness and how it helps your heart, mind and body and which sports they may wish to pursue further. An awareness of personal space and boundaries are established. Working as a team during Sports day. The children are encouraged to be kind and positive towards each other and the concept of working together as a team is built on. Children are made aware of which adults to speak to if they are injured or feeling unwell during a PE lesson in their new department. Introducing swimming to the children opens a lifelong learning opportunity to maintain high levels of fitness. They also learn water safety rules, the emergency signals, and how to respond in a pool environment. Road and coach safety are practised when travelling to swimming. Yoga Club helps to promote the connection between the mental and physical effects of exercise and an increased sense of wellbeing.</p> <p>ICT - Internet Safety – To discuss safe practice when using the internet and never to divulge any personal information. To be wary of any online relationships and to be a friend online. To be kind and considerate to others. Not sharing images online, strategies to resist peer pressure.</p> <p>PSHE – Internet Safety- Keeping safe on the internet and don't share personal information with strangers. Learning Smart Rules Relationships - Respecting each other and being aware of the consequences of their actions. To understand respect and valuing other people's feelings and opinions. To understand other families are different from ours but are all characterised by</p>

1	<p>love and care through stories and questioning. Stories to recognise how friendships make us feel secure and happy. Who is there to support us emotionally and mentally when we feel down or sad? Mental Health and Wellbeing- How to recognise both positive and negative feelings and how these make our bodies feel? Where is a healthy place? What is the long-term outcome of eating healthily. To understand the reasons of keeping themselves, clothing and surroundings clean. To understand the long-term benefits of exercise and its impact on our mental health and wellbeing. First Aid - To be aware of the needs and dangers of medicines. The use of inhalers, allergic reactions, allergies, minor cuts and grazes. Healthy eating -what constitutes a healthy diet and place. Health and Prevention- Become aware of safe and unsafe exposure to the sun and how to reduce the risk of skin damage. Understand that good quality sleep is important. Who are trusted adults?</p> <p>Wellbeing - Children will explore the importance of sharing feelings, understanding differences, and respecting opinions. They will discuss good and bad, practise agreeing and disagreeing, and consider what it means to be perfect. Through role-play as superheroes, they will develop responsibility and problem-solving skills. Lessons will promote a Growth Mindset, emotional regulation, and healthy technology use. Pupils will learn about personal safety, hygiene, independence, and financial literacy through practical activities and stories.</p> <p><u>Pre-Prep Assemblies:</u> What is Wellbeing, who is our Wellbeing Champion in our department? The importance of kindness. Doctor visit and talk about their job.</p>
2	<p>Science - Looking at what human babies need to stay healthy and grow. To understanding that food can be classified into different groups and that some foods are healthier than others. To discuss the effect of unhealthy food and lack of exercise on the human body. To define healthy food and drink for breakfast, lunch and dinner, using this knowledge to design a healthy lunch. To describe the importance for humans of exercise, by finding out why humans need to exercise. To know that people who are ill take medicines to help them. Children to understand that medicines are drugs, not foods and can be dangerous.</p> <p>PE - Children will develop more spatial awareness when working in pairs or larger groups and moving at higher speeds. They increase their understanding of the need to improve fitness</p>

2	<p>levels for your heart, mind and body and start to take part in periods of more sustained exercise. Pupils learn to show consideration and respect to others whilst competing in small physical challenges and are encouraged to be gracious towards their own team and other teams in victory and defeat. Children continue swimming which enables the children to build upon their level of stamina and water confidence. Water safety code, the emergency signals, and how to respond in a pool environment are practised. Road and coach safety are reinforced when travelling to swimming. Yoga Club helps to promote the connection between the mental and physical effects of exercise and an increased sense of wellbeing.</p> <p>ICT - Internet Safety. To revise and consolidate ‘Smart Rules’ to improve understanding of e-safety. Safe thinking, to realise everyone online is not necessarily trustworthy and to be wary of online relationships. To be a friend online and consider the effect of their online actions on others. To recognise and display respectful behaviour and make positive choices to stay safe to enhance mental wellbeing. To realise the importance of keeping personal information private. To understand where and how to report concerns they may have and get help with issues online.</p> <p>PSHE – Being Safe- NSPCC- Talking PANTS, which body parts are private. First Aid - Minor injuries. Grazed Knee, twisted ankle, foreign body in the eye, ear or nose, minor burn bumped head, choking. When to call an ambulance. Medicines and drugs - where do they go when they enter the body. Injections-when might we need one? What do their bodies do with the good/not so good/dangerous things they digest? Healthy eating- designing a healthy meal, what can I do to make myself healthy? Prompting an active lifestyle. The growing body. Mental Health and Wellbeing - how to recognise the signs of being ill, such as sickness, headache, weight loss changes to the body. Who looks after us when we are ill. How does it feel to be ill? How can I feel good about myself? How do I keep myself safe on the internet? Who can keep me safe. How my body works and the changes I will experience. How we are all different. Discussing the factors that make me grow. What is inside me? Keeping healthy-simple care techniques. The importance of personal hygiene. Emotions and feelings. Memories. Anxiety and worries about transition into next class. Relationships - Special people in their lives. What makes a friend? Respect. Feelings. Resolving conflict – through no fault of their own not every child will have the friends they would like. People feel lonely at some point and there is no shame in that, dealing with bullies. Coping with anxiety and worries.</p>
---	---

	<p>Trust - who to ask for help. Internet safety - The internet is an integral part of life and has many benefits. Time should be rationed on the internet for physical and mental wellbeing. Where and how to report concerns and get support with issues.</p> <p>Wellbeing - Children will explore questioning, similarities and differences, and thinking outside the box. They will learn that behaviours don't define identity and practise respectful disagreement. Through goal setting and perspective-taking, they will value diverse opinions, maintain a positive self-image, and develop a Growth Mindset. Discussions will cover empathy, choices, and the Rule of Law, linking to democracy, respect, and tolerance. Life skills will include financial literacy, healthy communication, and preparation for the transition to Prep.</p>
<p>3</p> <p>3</p>	<p>Science - food groups, food allergies, variety of balanced diets, types of teeth and their functions, parts of a tooth and looking after our teeth. Characteristics of a poor diet and risks associated with unhealthy eating e.g. obesity and teeth decay. Parts of the human eye, protecting our eyes, vision and dangers of looking directly at the sun.</p> <p>ICT - Internet Safety - to practice safe practice when using the internet and never to divulge any personal information. To follow the rules and principals for keeping safe online. How to recognise risks, harmful content and contact and how to report them. Discussions with projects including online dangers, parental guidance and to be wary of any online relationships. To always be a friend online, kind and considerate to others, to be aware of social media and minimum age restrictions, chat rooms and that not all users are trustworthy and all sources genuine. To realise that if they have any concerns about their physical or mental wellbeing that they can talk to a trusted adult/parent/guardian.</p> <p>PE - Children are introduced to the concept of exercise promoting a healthy mind as well as body through completing at least the amount of exercise recommended by the Government. They are introduced to a range of team sports and continue with a wide range of forms of competitive and non-competitive exercise in the Prep Department so that everyone can find their chance to shine. The children also take part in regular fitness activities in the Prep Department and the results are recorded so that they can enjoy their progress and feel a sense of achievement. Children increase their levels of ownership of tasks as an individual and are growing in their ability to work in pairs and teams which develops their interpersonal skills. Showing respect and positivity and</p>

3	<p>understanding the differences between appropriate and inappropriate contact in sport is further developed. Children are encouraged to start solving disagreements about the rules of sports themselves using simple strategies. Children are made aware of which adults to speak to if they are injured or feeling unwell during a PE lesson in their new department. The idea of resilience is introduced more explicitly, and the children start to make sensible judgements (in collaboration with their teachers) about whether they are fit to carry on joining in with a lesson or if they require adult assistance and First Aid. Yoga Club helps to promote the connection between the mental and physical effects of exercise and an increased sense of wellbeing. Children are encouraged to bring a healthy (fruit or vegetable) snack before sports clubs to promote healthy eating.</p> <p>PSHE – Internet safety- learning not to divulge personal information. Age restricted social media and games. How the internet has its positive and negative uses. Who to report concerns to. To promote and encourage best practice online. First Aid - What should be in a first aid kit. Medicines- which items should be locked away. How to deal with burns bleeding, asthma attack, allergic reaction, choking. Communication and casualty care. Relationships - who can we trust? What families have to offer – caring relationships are the heart of families and are important for children’s security as they grow up. To recognise, respect and value others. How do we perceive ourselves? Stereotypes- working with others in a cooperative way. Recognising we are all different but have something to offer. What makes us angry? Bullying- What is a bully, recognising feelings, what makes a bully, how to cope if we are bullied, where to go for help, developing empathy. Valuing differences so that we have healthy relationships. Solving problems in relationships. Responsibilities, respect and showing courtesy towards others. Developing a sense of belonging. Positive relationships. Health and wellbeing - NSPCC- talking Pants- who can I trust. What physical contact with another person is acceptable. Discussing the concept of keeping something a secret. Relationships- who keeps us safe, how to recognise if family relationships are making them unhappy or unsafe and how to seek help and advice. Making our own choices about healthy food. Promoting wellbeing - inducing calmness. Recognising the signs of being ill. What makes a healthy lifestyle.</p>
4	<p>Science - changes and benefits in the human body and muscles after exercising.</p>

4	<p>PE - Children are encouraged to share ideas whilst working together in collaboration in small and large groups situations. Children continue to track their fitness and can identify whether they have improved from the previous year. Share their understanding of the need to increase and improve fitness levels for their heart, mind and body. Children start to learn how to become leaders for small groups of their peers, by activities such as taking turns to suggest a warm- up stretch or a different pulse raising idea. They are expected to apply rules of simple games fairly and realise that patience is required when there may be more than one possible interpretation of whether a rule has been broken (such whether a ball has fully crossed a court line, who caught the ball first...). Increased resilience is encouraged, and the children start to make sensible judgements (with less adult guidance) about whether they are fit to carry on joining in with a lesson or if they require adult assistance and First Aid. Yoga Club helps to promote the connection between the mental and physical effects of exercise, and an increased sense of wellbeing. Children are encouraged to bring a healthy (fruit or vegetable) snack before sports clubs to promote healthy eating.</p> <p>ICT – Internet Safety. Following the rules - school rules and online rules of law for children and the principals for keeping safe online. How to recognise risks, harmful content and contact and how to report them. Focussing on Physical and mental wellbeing. Class discussion on all elements of dangers of internet, including chat rooms, stranger danger, relationships mental bullying, gaming addiction, mental wellbeing. Smart Rules, discussing friendships and online safety and physical wellbeing. ‘All about me’, discussing wellbeing, beliefs, health, diet, privacy and self-confidence. Children should realise that the internet can be a negative experience on occasion, where online bullying and harassment can take place and have an impact on mental health. Understand that material shared online (pictures/words) can be circulated and cannot always be deleted from every location. To understand how they can report any worries or concerns that they may have. Children will learn to understand the risks of online shopping and in-app purchases, including the dangers of making purchases without supervision. They will be taught the importance of having a trusted adult present, recognising when websites or apps ask for personal or payment details and the potential dangers this may pose, and identifying possible scams. Through discussions and practical examples, they will develop the skills to make safe and informed choices when shopping online or using in-app purchases.</p> <p>PSHE - Relationships- developing mutual respect and</p>
---	--

	<p>tolerance. Exploring our feelings- we are all special, developing ways to resist peer pressure, understanding that we are all special, learning to respect people's values and opinions, experiences. Recognising that other families in school or in the wider world sometimes look different from theirs and to respect those differences. Identifying how relationships can be recognised, celebrated and marked - e.g. marriage, civil partnership, formal and legally recognised commitments, anniversaries. Conflict - understanding we all have feelings and should consider the consequences of our actions. How to cope with worries, embarrassment. Who can we reach out to for help? How can good relationships be celebrated and promoted?</p> <p>Health- What makes a balanced lifestyle? How to relax. How to develop a sense of belonging. First Aid - Minor injuries - burns, bleeding, asthma, allergic reaction, choking, poisoning, joint injury, CPR, recovery position. Mental Health and Wellbeing - discussing sensitive issues, how do we feel when we get hurt, right from wrong, consequences of our actions, listening to and respecting other opinions and values, discussing situations which might embarrass us, solving problems, supporting each other. Keeping calm when under stress, reflection, meditation, strategies for relaxing. Helping with worries. What is acceptable and unacceptable physical conflict? – how to respond to unacceptable contact, identify, assess and manage positive and negative risk to self and others, who to go to if help is needed. Discussing Stranger Danger -Yell Run Tell. How to make an emergency call. Personal space and how to feel safe. Internet safety- Communicating online. Encouraging safe practice on the internet. Stranger danger. What sort of information is safe to give online.</p>
5	<p>Science - organs of the human body, circulatory system, heart dissection, effect of exercise on the heart, digestive system, balanced diet and food tests, understanding calories and other nutritional content, effects of alcohol, smoking, vaping and illegal drug-taking. Growth and the main stages of the human life cycle, reproduction, puberty, the changing adolescent body, menstrual cycle and wellbeing. Parts of the ear, common causes of hearing damage, how to protect our hearing and good ear health.</p> <p>PE - Children are aware that they need to exercise on a regular basis as it has a direct impact on their fitness as well as their well-being and healthy state of mind. It is highlighted that high levels of physical exertion are required on a regular basis to maintain physical fitness and promote lasting health. Attention is drawn to the fact that the children's bodies are changing that</p>

5	<p>mean the need to maintain an increased level of personal hygiene, especially after exercising. Children learn to respond calmly and rationally to setbacks and challenges and treat them as opportunities to learn and develop further. Children start to learn to officiate match play to enforce their knowledge of the rules and respect for officials and each other. Yoga Club helps to promote the connection between the mental and physical effects of exercise and an increased sense of wellbeing. Children are encouraged to bring a healthy (fruit or vegetable) snack before sports clubs to promote healthy eating.</p> <p>ICT - Internet Safety. Staying safe online discussion with children. Discuss online regulations and how children are legally responsible for their actions from age ten. PowerPoint project with the dangers and consequences of e-safety. Online friendships with stranger danger, befriending of children. How to recognise risks, harmful content and how to report them. Gaming effects on mental health and relationships with other children. To be a sympathetic listener to a friend. To understand that the same principals apply to online relationships/friendships as to face-to-face relationships, including the importance of respect to others online, including when they are anonymous. To be aware of stranger danger. To realise the benefit of rationing their time online is helpful as the effect of excessive time spent online could potentially be harmful to their mental and physical wellbeing.</p> <p>PSHE – Internet Safety- keeping- promoting safe practice whilst using the internet. Stranger Danger. Receiving Emails from strangers. Understand that sometimes people behave differently online and can pretend to be someone they are not. Discuss how the same principals apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when they are anonymous. Discuss the rules of law where the age of criminal responsibility is age ten. Who to go to if you feel uncomfortable whilst using the internet. Communicating with online friends and the risks of communicating with strangers. Discuss once something is posted online it is out there forever. Relationships - how can good relationships be developed. Different types of friendships- assertive, passive, aggressive. Resolving conflict- putting yourself in their shoes. To respect the culture and belief of others. To develop negotiation skills as part of problem solving. Discussing sensitive issues. To develop understanding and consideration towards the feelings of children who may be different in some way, to understand that we are all different</p>
---	--

	<p>and should respect each other. Growing and changing, celebrating personal goals. Stereotyping- making opinions about people because of the way they look, their gender, race, our expectations of them. Respect. - we are all special. Let's celebrate and feel good- what are our achievements, aspirations and goals? First Aid - how to cope in an emergency, burns, bleeding, asthma, allergic reactions, choking, poisoning, joint injuries, CPR, recovery position, stopping the spread of infection. Mental Health and wellbeing- Discussing that mental well-being is a normal part of daily life, in the same way as physical health. Discussing stress. Discussing simple care techniques. Developing relaxation skills. Cooperating with others. What makes us feel 'down, low'? what can we do to make ourselves feel better. What does it feel like to feel valued? How to make an informed choice about a balanced lifestyle. Health- personal hygiene, germs and bacteria.</p>
6	<p>Science – microbes and disease, bacteria and viruses and how they are spread and treated, immunisation, vaccination, hygiene and preventing infections in the body.</p> <p>PE – Children are asked to explain and share their knowledge across the school of the importance of leading a healthy lifestyle for your heart, mind and body. Many Year 6 children notice that their fitness has declined over the summer holidays, this is used as a teaching point to consider the possible negative effects of not exercising regularly. Children are made aware of the changes within their bodies which means that they need to maintain high levels of personal hygiene, especially after exercising. All of the children continue to develop leadership and officiating skills and those who show a particular aptitude are bestowed the additional responsibility of being "House Captains" to extend the learning. Responsibilities of House Captains include organising teams for Interhouse Competitions and assisting with the running of the Lower School Sports Day to allow them to set a good example to younger pupils. Children are able to understand the benefits to their ongoing mental health and well-being and how being active is important to have balanced life. Yoga Club also helps to promote the connection between the mental and physical effects of exercise and an increased sense of wellbeing. Children are encouraged to bring a healthy (fruit or vegetable) snack before sports clubs to promote healthy eating.</p> <p>ICT - Internet Safety, detailed discussion with children about their understanding of the dangers, sharing some experiences and views. To be aware of the addiction of gaming and chat</p>

6	<p>rooms and that some online gaming formats are age restricted for a reason. To be aware of relationships online and the pressures that could arise, also that the same principals apply to online relationships as face-to face, including the respect to others even when anonymous. Discuss online regulations and how children are legally responsible for their actions from age ten. To realise that everyone online might not be who they say they are. To be mindful that social media is an area which can be used for the befriending of children. To critically consider their online friendships and sources of information, including the risks associated with people they have never met. To understand how information and data is shared, stored for future use and used online. Project with focus on Cyber Bulling consequences on mental health, relationships and gaming addiction. To be a discerning consumer of information and always check sources thoroughly, to realise that some information, including that from search engines is ranked selected and targeted, e.g. not all information from 'Wikipedia' is totally accurate. To understand AI (Artificial Intelligence) as a tool in search engines, games, and chatbots, children will explore its benefits and limitations. They will learn to think critically, verify information, and use AI responsibly. They will also discuss the moral implications of using AI in academic work, considering when it is helpful or inappropriate. Project on School Rules – Children prepare a PowerPoint discussing bullying, consequences of their actions on other children, kindness consideration for others by following the rules and principals for keeping safe. How to recognise risks, harmful content and contact and how to report them.</p> <p>PSHE – Internet safety- Smart rules. Keeping safe on the internet and when using mobile phones - strategies to minimise risk. The dangers of chat rooms and addictive gaming and gambling - who to go to if help is needed. Video game monetisation, fraud, financial harms and scams. Peer pressure - managing dares, media and peer influences, how to resist unhelpful pressure. Discuss the rules of law where the age of criminal responsibility is age ten. Relationships - promoting good relationships, supporting friends. Resolving conflict, especially bullying. Valuing, respecting, encouraging others, working together. Supporting each other when in difficulties. To recognise and challenge stereotypes. The effects of discrimination, teasing and aggressive behaviour. Healthy relationships - what to expect from a loving relationship. The importance of a having a family who care for them. If there is a family breakdown - Where to ask for help if needed Mental Health and Wellbeing – Communication - listening to others,</p>
---	--

	<p>what it feels like to be listened to. Disclosing feelings, worries, concerns- who can we go to? Growing and changing- self-awareness, how we say things is important. How do we manage conflicting emotions? Becoming aware of a range of feelings we may experience, how to analyse them. Where can one go to ask for help? Loss coping with change, showing emotion is normal. Discussing sensitive issues and how to cope and solve problems.</p> <p>Personal Wellbeing - your body is your own, everyone has the right to look after and protect their body. What sort of boundaries are appropriate in friendships and others, including in a digital context, but knowing that it is not always right to keep secrets if it relates to being safe. How to avoid unwanted/unsafe situations, strategies on how to keep safe, who to speak to if help is needed. Practice calming strategies. Healthy lifestyle- Establishing the difference between the different types of drugs, the downfall of smoking, drinking alcohol. Discussing respect, valuing others and the consequences of our actions.</p> <p>Growing and Changing - Preparing for their next school - what are the expectations and fears they are looking forward to in their new school. Becoming aware of the physical and emotional changes on experiences when reaching puberty, Sex Education film and discussion. First Aid - CPR, and basic first aid.</p> <p>Wellbeing – Pupils will explore mental health awareness, well-being, stress management, self-care, and responsible screen use. As part of financial literacy, they will develop essential money management skills, including budgeting, planning, and online safety. They will also examine evolving payment methods, the importance of budgeting, and strategies for keeping their money secure.</p>
--	--