Truro and Penwith Academy Trust

Ludgvan School

RSHE Policy

(Relationship, Sex and Health Education)

Document Control

Version	Date Approved	Approved By	Summary of Changes	Next Review Date
1.0	October 2026	Ludgvan LMC	New policy to meet 2026 Curriculum changes.	October 2028

Statement of intent

At Ludgvan School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. As a primary school, we teach health education and have decided to also teach sex education.

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

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Child-on-Child Abuse Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy

- Online Safety Policy
- Visitor Policy

Roles and responsibilities

The Local Monitoring Committee is responsible for:

- The Local Monitoring Committee will hold the headteacher to account for the implementation of this policy.
- The Local Monitoring Committee has delegated the approval of this policy to the PSHE Lead.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Local Monitoring Committee on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The Relationships, Sex and Health Education Subject Leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.

- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- "Relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- "Sex education" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the

curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs to address specific and relevant issues.

We use the Kapow Primary PSHE scheme to deliver our curriculum.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher or PSHE lead.
- Emailing or phoning the school.
- Submitting written feedback via the school office.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult closely with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

Parents are provided with the following information:

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

The school will work closely with parents in reviewing the sex education curriculum, and will consult with them annually with regards to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

Additionally, class teachers will share half termly overviews throughout the school year. This ensures parents stay up to speed with what will be taught and when, enabling the consultation process to be on-going and parents to be ready to support their children in their learning.

The PSHE Curriculum at Ludgvan

Please see appendix for full curriculum overviews including online safety

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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

By the end of primary school, pupils will 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

Relationships and sex education per year group

The school is free to determine, within the statutory curriculum content what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Reception - Family and friendships

- Caring friendships
- Being kind
- Families

Year 1 - Growing and caring for ourselves

- Different friends
- Growing and changes
- Families and care

Year 2 - Differences

- Differences
- Male and female animals
- Naming body parts

Year 3 - Valuing difference and keeping safe

- Body differences
- Personal space
- Help and support

Year 4 - Growing up

- Changes
- What is puberty?
- Healthy relationships

Year 5 - Puberty

- Talking about puberty
- The reproductive system
- Help and support

Year 6 - Puberty, relationships, and reproduction

- Puberty and reproduction
- Communication in relationships
- Families, conception, and pregnancy
- Online relationships

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will 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 and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and 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.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will 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 by 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

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will 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.
- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will 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

By the end of primary school, pupils will 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 and key facts relating to the menstrual cycle.

Health education per year group

The school is free to determine, within the statutory curriculum content, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Year 1

- Staying healthy
- Medicines
- Who gives us medicines?
- Positive behaviour
- Emergencies and getting help
- People who care for us
- Rights, responsibilities and getting respect
- Healthy friendships
- Our bodies and boundaries
- Our health
- Healthy food choices
- We all have feelings

- Good and not so good feelings
- Managing our time safely whilst online

Year 2

- Risk
- Hazardous substances
- Safety rules
- Respecting uniqueness
- Our communities
- Everyday safety
- Basic first aid
- Learning about work
- Hand hygiene
- Sharing photos online
- Online interactions and information sharing
- Online friends
- Big feelings
- Keeping our teeth healthy

Year 3

- Why people smoke
- Physical effects of smoking
- Preventing smoking
- World of work
- Spending and saving money
- Road safety
- Individual and collective strengths
- Physical activity
- Drugs
- The internet and everyday life
- Everyday feelings
- Expressing feelings
- Strategies to support positive mental wellbeing
- Sun safety

Year 4

- Effects of drinking alcohol
- Alcohol and risk
- Limits to drinking alcohol

- What makes a good friend
- Respecting others
- Resolving conflict and managing negative pressure
- Everyday safety and basic first aid
- Money choices
- Volunteering and citizenship
- Safely enjoying the online world
- Keeping personal information safe and private online
- Understanding that not everyone is who they say they are online
- Managing feelings
- The environment

Year 5

- Legal and illegal drugs
- Attitudes to drugs
- Peer pressure
- Diverse communities
- Respectful relationships
- Illness
- Nutrition and healthy eating
- Puberty, bodies and reproduction
- Changes
- Online content
- Online contact
- Mental Health and keeping well
- Managing challenges and change
- Exploring risk in everyday situations

Year 6

- Volatile substance abuse and getting help
- Drug help, support and advice
- Different types of families
- Healthy and harmful relationships
- Keeping your body safe
- Consent
- Spending decisions
- Exploring risk in relation to gambling
- Online friendships and keeping safe
- Skills for using the internet safely

- Social media
- Feelings and common anxieties when changing schools
- Changes from primary to secondary school

Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

Sex education will be delivered through the science curriculum and the PSHE curriculum. Through effective organisation and delivery of the subject, we will ensure that:

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

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and

the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age. In teaching the curriculum, teachers will be aware that pupils may raise topics such as selfharm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Quizzes
- Discussions
- Written tasks
- Group tasks

Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity

- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

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

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Staff training

All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on an annual basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Monitoring quality

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and Local Monitoring Committee to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g., through annual review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and review

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Person responsible for policy: Mrs Tracy Cutter (PSHE Lead), Mr Bill Coleman (Headteacher)

Policy last reviewed: Sept 2026

To be reviewed: Sept 2027

Ludgvan School Subject Progression Document

Subject: RSE and PSHE

Skills and Knowledge Progression

EYFS	**ELG: Building relationships.** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	**ELG: Self-regulation** • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	**ELG: Managing self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
KS1 Readiness	• Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognising and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others	• Managing their own hygiene and basic needs • Shows an understanding of their own feelings, and those of others • Beginning to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations	• Shows care and concern for living things • Name and describe people who might help us in the local community (police, fire services, doctors and teachers)

Year 1				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**
My healthy self: How can we look after our emotions? Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions. **Lesson1:** What emotions can we recognise? **Lesson 2**: When and why do people show different emotions? **Lesson 3**: How can emotions change? **Lesson 4**: What helps us to feel calm or excited? **Lesson 5:** What might make us feel worried, annoyed or upset? **Lesson 6:** What can we do when our feelings get tricky? **Vocabulary** Anger, body clues, Disgust, emotions, face clues, fear, feelings, happiness, relax, sadness, surprise, trust, trusted adult.	**Connecting with others: How can I help myself and others feel happy and safe?** Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships. **Lesson 1:** What makes me special? **Lesson 2:** How do families show love and care for each other? **Lesson 3:** What helps me feel safe and cared for? **Lesson 4:** What is a friend? **Lesson 5:** How can we have a kind and friendly class? **Lesson 6:** How should people behave towards others? **Vocabulary** Fair / unfair, friendly, lonely, polite, safe, share, strengths, Trust, trusted adult.	**Citizenship: How can I help others and the environment?** Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them. **Lesson 1**: What do babies and toddlers need? **Lesson 2:** What do animals need? **Lesson 3:** How can we look after our school environment? **Lesson 4:** How can I share my ideas respectfully? **Lesson 5**: Who helps look after our local environment? **Lesson 6**: How do rules help everyone? **Vocabulary** Baby, child toddler, care, pet, need , environment, responsibility. Improve, opinion, respect, vote, rule, safe, job, volunteer	**Health protection: How can I protect myself and others in daily life?** Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency. **Lesson 1:** How and why do we wash our hands? **Lesson 2:** How can I protect myself in any weather? **Lesson 3**: Who helps us stay safe? **Lesson 4:** What should I do if I feel unwell? **Lesson 5**: How serious are different injuries? **Lesson 6**: How can we get help for serious illnesses or injuries? **Vocabulary** 999, dentist, doctor, emergency, first aid, germs, illness, injury, medicine, prevent, protect, serious, spread, unwell, urgent	**Staying safe: How can I stay safe?** Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed. **Lesson 1**: How can I stay safe at home? **Lesson 2**: What is safe for our bodies? **Lesson 3:** What rules can keep me safe? **Lesson 4:** How can I stay safe near roads? **Lesson 5**: How might my body feel when something g is unsafe? **Lesson 6**: Who can keep me safe? **Vocabulary** 999, body clues, comfortable, dan ger, emergency, harm, road safety, rule, safe, trusted adult, uncomfortable, unsafe

Year 2				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**
My healthy self: **How can we look after our bodies?** Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food, and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine. **Lesson 1:** How does moving my body make me feel? **Lesson 2:** Why is sleep important? **Lesson 3:** What food can help me stay healthy? **Lesson 4**: How can I make some healthy food and drink choices? **Lesson5:** What can I do to keep my teeth clean and healthy? **Lesson 6:** How can I make healthy choices every day? **Vocabulary** Active, exercise, five- a -day, healthy, habits	**Connecting with others:** **How can I build safe, kind and caring relationships with others?** Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe. **Lesson1:** How are we all different and the same? **Lesson 2:** How are families different and the same? **Lesson 3:** How can I show my feelings kindly and calmly? **Lesson 4**: How can I let others know what is okay or not okay for me? **Lesson 5**: Who can I talk to if something does not feel right **Lesson 6:** What should I do if someone is being unkind again and again? **Vocabulary** Belong, bullying, calm, carer, family	**Citizenship:** **How do people belong to a community and earn money?** Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from. **Lesson 1**: Where do we belong? **Lesson 2:** How can different people contribute to my community? **Lesson 3**: What jobs do people do in our local community? **Lesson 4:** What other jobs might people do? **Lesson5:** What is money? **Lesson 6:** Where does money come from? **Vocabulary** Community, skills, gift, job, money, support, buy, coin, goods, note, pay, knowledge, different, contribute, similar.	**Growing up:** **How can we look after and respect our bodies as we grow?** Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe. **Lesson 1:** How do we grow and change? **Lesson 2:** How will I change as I grow up? **Lesson 3:** Do I make the rules about my own body? **Lesson 4:** How can i8 talk about my body? **Lesson5:** How can we show respect for each other's bodies? **Lesson 6:** Who can I talk to if I do not feel safe? **Vocabulary** Change, grow, nipples, penis, private parts, scrotum, testicles, vagina, vulva	**Staying safe:** **How can I make safe choices in different places?** Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult. **Lesson 1:** What makes my body special? **Lesson 2:** How can I keep my body safe? **Lesson 3:** How can I make safe choices at home? **Lesson 4:** How can I stay safe in different places? **Lesson5:** What can I do if I cannot find my trusted adult? **Lesson 6:** How can I stay safe around water? **Vocabulary** Penis, permission, private parts, testicles, vagina, vulva

Year 3				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**
My healthy self: **How can I take care of my mind and body?** Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed? **Lesson 1:** How do emotions affect my body? **Lesson 2:** How can I tell how someone else might be feeling? **Lesson 3**: How are my mind and body connected? **Lesson 4:** How does sleep help my mind and body? **Lesson 5:** What can I do when I experience strong emotions? **Lesson 6:** When should I ask an adult for emotional support? **Vocabulary:** Health, mental health, mind, mood, negative (feelings) Physical health, positive (feelings), respect, routine, support, trust team.	**Connecting with others:** **What helps us feel safe and included?** Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe. **Lesson 1:** How can I respect myself? **Lesson 2**: What are personal boundaries? **Lesson 3:** What makes a family? **Lesson 4:** How can I be a good friend? **Lesson 5:** How can we repair a friendship after falling- out? **Lesson 6:** What are the different types of bullying? **Vocabulary:** Behaviour, falling out, friendship, relationship, respect, self-respect.	**Citizenship:** **What rights and responsibilities do we have?** Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities. **Lesson 1:** What are human rights? **Lesson 2:** What rights should children have? **Lesson 3:** How can we help the environment? **Lesson 4:** How can reusing items help the environment? **Lesson 5:** Why is recycling important? **Lesson 6:** How do local councils help look after their communities? **Vocabulary:** Budget, business, community, environment, human rights, local council, respect, responsibilities	**Growing up:** **How can we prevent illness and injury and respond if they happen?** Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999. **Lesson 1**: How can good hygiene help prevent illness? **Lesson 2**: How can I protect myself from the sun? **Lesson 3:** How does my body protect itself from illness? **Lesson 4**: When should I tell an adult if I am worried about my health? **Lesson 5:** What first aid might help with common injuries? **Lesson 6**: How can I get help in a medical emergency? **Vocabulary:** Antibiotics, bacteria, droplet, germs, hygiene, infection	**Citizenship:** **What careers do people choose and why?** Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities. **Lesson 1**: What careers do people have? **Lesson 2:** What influences career choices? **Lesson 3:** What job might be for me? **Lesson 4:** Should your gender affect what job you do? **Lesson 5**: How can gender stereotypes be challenged? **Lesson 6:** Why might someone make a career change? **Vocabulary** Career, fair, job, respect, skills, unfair

Year 4				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**
My healthy self: **<u>How can I make healthy choices?</u>** Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others. **Lesson 1:** What is a balanced diet and why does having one matter? **Lesson 2:** How can being active help my mind and body? **Lesson 3:** How can I keep my energy up throughout the day? **Lesson 4:** How can I get support for myself and others? **Lesson 5:** How can I respond when things feel hard? **Lesson 6:** Why is helping others good for me too? **Vocabulary:** Balanced diet, fixed mindset, growth mindset, hydrated/ dehydrated, hygiene, mindset, nutrients, resilience.	**Connecting with others:** **<u>How can we respect each other?</u>** Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities. **Lesson 1:** How can I show self-respect? **Lesson 2:** How can I show respect to others? **Lesson 3**: How can I build trusting friendships? **Lesson 4:** How can we solve friendship challenges? **Lesson 5:** How should I respond to bullying? **Lesson 6**: What is a stereotype? **Vocabulary:** Assertive, comprise, disrespect, manners.	**Citizenship:** **<u>How can I spend money responsibly?</u>** Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices. **Lesson 1:** How do people pay for things? **Lesson 2:** Why keep track of money? **Lesson 3:** What doe4s budgeting mean? **Lesson 4:** What is value for money? **Lesson 5:** What happens when people spend money? **Lesson 6:** How do you feel about money? **Vocabulary** Bank account, bank, bank card, cash, contactless, digital wallet	**Growing up:** **<u>How will my body and emotions change as I grow up?</u>** Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone. **Lesson 1:** What are body boundaries? **Lesson 2:** How will I grow and change during puberty? **Lesson 3:** Which emotional changes could I experience when growing up? **Lesson 4:** What is a period? **Lesson 5:** How can we show kindness and understanding about body changes? **Lesson 6**: Who can I talk to about growing up and changes? **Vocabulary:** Boundaries, breasts, period, physical changes, puberty.	**Staying safe:** **<u>What signs help me recognise what is safe or unsafe?</u>** Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to crossroads, explore the dangers of water and learn how to distinguish between medicines and harmful substances. **Lesson 1:** How can I tell if a situation is unsafe? **Lesson 2:** What do I do if a situation feels unsafe? **Lesson 3:** How can I stay safe around traffic? **Lesson 4:** Why can water be dangerous? **Lesson 5:** What drugs are safe or unsafe? **Lesson 6:** How can I prevent accidents? **Vocabulary:** Alcohol, boundaries, cigarettes, current, hazard, illegal, inappropriate, legal, operator, personal space, pressure, risk, road crossing, tide, vapes.

Year 5				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**
My healthy self: **<u>How can I support my mind and body as I grow?</u>** Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed **Lesson 1**: What do food labels really tell us? **Lesson 2:** How active am I and how can I move more? **Lesson 3:** What are the different types of physical activity and how do they affect us? **Lesson 4**: How can I recognise complex feelings? **Lesson 5:** How can I respond to strong and complex feelings? **Lesson 6:** How can we tell when someone might need support with their mental health? **Vocabulary:** Cope, light(activity), moderate (activity), regulate, response, vigorous (activity), wellbeing.	**Connecting with others:** **<u>Why are healthy relationships important?</u>** Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships. **Lesson 1:** What makes me who I am? **Lesson 2:** How do families show commitment to each other? **Lesson 3:** How can families support and protect each other? **Lesson 4:** What helps us make and maintain healthy friendships? **Lesson 5:** How can we manage challenges in friendships? **Lesson 6:** How can I be assertive and respectful? **Vocabulary:** Civil partnership, commitment, conflict, influence, marriage.	**Citizenship:** **<u>How can we make a difference in our communities and beyond?</u>** Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government. **Lesson 1:** How can we show we care for others? **Lesson 2:** How do people contribute to the community? **Lesson 3:** How does the UK Government work? **Lesson 4:** What is the role of a local councillor? **Lesson 5:** What are pressure groups? **Lesson 6:** How can people influence the decisions made by the Government? **Vocabulary:** Citizen, charity, community, budget, councillor, petition, government. Election, influence, democracy.	**Growing up:** **<u>How can I manage the changes to my body and emotions as I grow up?</u>** Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty. **Lesson 1:** How will my body grow in puberty? **Lesson 2**: How can I keep myself clean and hygienic? **Lesson 3:** How can we treat others with kindness during puberty? **Lesson 4:** How can I manage my emotions and feelings during puberty? **Lesson 5:** What is a period? **Lesson 6**: How can I challenge behaviour which crosses personal boundaries? **Vocabulary:** Egg, erection, genitals, hormones, influence, menstrual cup, period pad, period pants, self0concious, sensitive, tampon, wet dreams, womb/uterus.	**Citizenship:** **<u>How can we be in control of our money?</u>** Distinguish between needs and wants when making spending decisions. Identify different sources of income and types of expenditure. Allocate money within a weekly budget while prioritising needs. Explain how a loan works. Evaluate whether taking out a loan is sensible. Identify situations where money may be at risk online or offline. Recommend suitable strategies for keeping money safe. Assess the possible risks and consequences of different forms of gambling. **Lesson 1:** Why should people prioritise needs over wants? **Lesson 2:** What is a weekly budget? **Lesson 3:** What is borrowing and lending? **Lesson 4:** What are the risks of handling money online? **Lesson 5:** How do people keep money safe? **Lesson 6:** What are the risks of gambling? **Vocabulary:** budget need, expenditure, income, loan, private information, gamblin

Year 6				
Autumn 1	**Autumn 2**	**Spring 1 and 2**	**Summer 1**	**Summer 2**
My healthy self: **<u>How do my choices today shape my future health?</u>** Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges. **Lesson 1**: Why do healthy teeth matter for the future? **Lesson 2:** How can I eat for a healthier future? **Lesson 3:** What habits might support my future health? **Lesson 4:** How can I recognise and regulate complex feelings? **Lesson 5:** How does my mindset affect my personal growth? **Lesson 6:** How can I support self-esteem for myself and others? **Vocabulary:** Calories, tooth (decay), dental hygiene, flossing, long-term, persistence, setback, short-term. .	**Connecting with others:** **<u>What does it mean to stand up for myself and others?</u>** Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services. **Lesson 1:** How does self-respect help me? **Lesson 2:** How can I be respectful in different situations? **Lesson 3:** How can I set and respect boundaries? **Lesson 4:** How can we challenge unfairness? **Lesson 5:** How should we work together to stop bullying? **Lesson 6:** When and how should I seek help? **Vocabulary:** Bystander, discrimination, empathy, self-esteem, stereotypes, upstander.	**Citizenship:** **<u>How can we protect everyone's rights?</u>** Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion. **Lesson 1:** Why should people prioritise needs over wants? **Lesson 2:** What is a weekly budget? **Lesson 3:** What is borrowing and lending? **Lesson 4:** What are the risks of handling money online? **Lesson 5:** How do people keep money safe? **Lesson 6:** What are the risks of gambling? **Vocabulary:** scam, risk, bet, consequence, lottery, scratch card, budget, salary, expenditure, gambling, loan, private information, repay, interest, lending	**Staying safe:** **<u>How can I stay safe as I grow?</u>** Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others. **Lesson 1:** How can I stay safe on my own at home? **Lesson 2:** How can I stay safe outside on my own? **Lesson 3:** How can I travel safely on my own? **Lesson 4**: How can I stay safe in, on and around water? **Lesson 5:** How can I stay safe when I feel peer pressure? **Lesson 6:** How can I stay safe around drugs? **Vocabulary:** Addictive, air, ambulance, cautious, coastguard, consent, criminal, offence, drugs, emergency services, emotional, mountain rescue, peer pressure, physical, public transport, search-and-rescue, substance, threat, violence.	**Sex education:** **<u>How do people become parents and carers?</u>** Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby. **Lesson 1**: Which words can we use to describe our private body parts? **Lesson 2:** How are babies made? **Lesson 3**: What happens in pregnancy and how are babies born? **Lesson 4:** How are families formed? **Lesson 5:** How does life change after having a baby? **Lesson 6:** What is consent? **Vocabulary:** Conception, consent, ovary, pregnant, sexual intercourse, sperm

Online Safety Progression – Sourced through Common Sense Media – 1 session per half term

Theme	Media balance and well-being	Cyberbullying and online harms	Relationships and communication	Information and media literacy	Privacy and safety	Digital footprint and identify
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Meet the digital citizens – Arms	Meet the digital citizens – legs	Meet the digital citizens – heart	Meet the digital citizens – head	Meet the digital citizens – guts	Meet the digital citizens – feet
Year 1	Pause for people	Media balance is important	Device advice – why we pause for people	Media balance is important – Quick bite	Safety in my online neighbourhood	Device advice – caring for our devices
Year 2	How technology makes you feel	Pause and think online	Device advice – our device charter	Device advice – managing device distractions	Internet traffic light	Pause for people
Year 3	Device-free moments	Putting a STOP to online meanness	Who is in your online community?	Let's give credit	That's private!	Digital trails
Year 4	Your rings of responsibility	The power of words	Our digital citizenship pledge	Is seeing believing?	Password power-up	This is me
Year 5	My media choices	Be a super digital citizen	Keeping games fun and friendly	A creator's rights and responsibilities	Private and personal information	Our online tracks
Year 6	Finding my media balance	Is it cyberbullying	Digital friendships	Reading news online	You won't believe this!	Beyond gender stereotypes